

NINTH EDITION

EXERCISES for Understanding English Grammar

Martha Koln Robert Funk Susan X Day

Exercise Book for Kolln/Funk, *Understanding English Grammar*, Ninth Edition

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1 2 3 4 5 6 7 8 9 10-DOC-14 13 12 11

PEARSON

www.pearsonhighered.com

ISBN 10: 0-205-20960-2

ISBN 13: 978-0-205-20960-6

EXERCISES

for

Understanding

English Grammar

NINTH EDITION



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Preface

This new edition of *Exercises for Understanding English Grammar* follows the goals and design of the previous editions: to provide additional practice and supplemental instruction for users of *Understanding English Grammar*. The exercises in this book will enable students to reinforce their grasp of basic concepts, to extend and explore their understanding, and to apply their knowledge to their writing.

Designed to accompany *Understanding English Grammar*, 9th Edition, this edition of *Exercises* follows the organization of that text. Many of the exercises replicate the format of those in the main text, but some take a different approach, challenging students to demonstrate their grammatical competence by combining, composing, and revising sentences. Although most of the chapters review key points and provide additional examples, students are expected to learn grammatical principles by studying the parent text itself. References to the sentence patterns and sentence slots, for example, depend upon the information in Chapter 3 of *Understanding English Grammar*.

This new edition includes these important revisions:

- Five new chapters, providing one chapter for each of the sixteen chapters in the parent text
- Answers for all items in the non-test exercises, significantly increasing the book's self-instructional quality
- Ten additional Test Exercises—for a total of eighteen exercises for which the answers are not given. (The answers for these test exercises will be available to instructors in an online Answer Key.)

We think that *Exercises for Understanding English Grammar* will provide valuable support for both instructors and students. We are grateful for the helpful comments of William Allegrezza, Indiana University Northwest; Booker T. Anthony, Fayetteville State University; James C. Burbank, University of New Mexico; Brian Jackson, Brigham Young University; Gloria G. Jones, Winthrop University; Carlana Kohn-Davis, South Carolina State University; Mimi Rosenbush, University of Illinois at Chicago; Rachel V. Smydra, Oakland University; Gena D. Southall, Longwood University; Duangrudi Suksang, Eastern Illinois University. We welcome further criticisms and suggestions for making this book even more useful.

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Chapter 1

Grammar, Usage, and Language Change

As the Introduction to Part I of *Understanding English Grammar* points out, you are already an expert in using your native language. You have the competence both to create and to understand sentences that you have never heard or read. If you have reached this point on the page and understood what you have read, you “know” English grammar.

The five exercises in this first chapter are designed to help you explore your innate understanding of grammar: to recognize some basic principles of sentence structure, to examine some variations of English, and to look at the way that the language changes.

GRAMMATICALITY

Your knowledge of grammar is something you developed with little conscious effort as a child. You learned how to put words together in the right order, and you acquired the ability to recognize when a string of words is not grammatical. For example, read the following sentences and rate them according to their acceptability:

1. Old this wooden shack is over falling almost.
2. This wooden old shack is falling almost over.
3. This old wooden shack is almost falling over.

Chances are you have rated them, in order of acceptability, 3, 2, and 1. If you examine why you accepted the third and rejected the first, you will discover some rules that are part of your language competence—rules about word order and movability.

Exercise 1.1

Determining Grammatical Structure

A sentence is grammatical if it conforms to the way native speakers structure their language. A sentence may not always follow the usages prescribed for **standard English**, but it is still considered grammatical by the speakers who regularly use it.

Directions: Identify the following sentences as grammatical or ungrammatical. For the sentences you think are ungrammatical, rearrange the words to make them grammatical (use only the words given). It might be possible to make more than one grammatical arrangement.

1. Pizza for dinner we're having.
2. He gave a call his friend best.
3. All debts are cleared between you and I.
4. Ring bells loudly the.
5. Ran out soccer players eleven onto the field.
6. I don't trust nobody.
7. Tiny your kittens three are very.
8. Ontogeny recapitulates phylogeny.

CORRECTNESS: USAGE MATTERS

Correctness is often determined by audience, purpose, and topic. The words you use and the way they go together tell your listeners and readers something about your education and background, so you will want to use language that is correct and acceptable.

Many of the language issues that speakers and writers struggle with concern *usage*: the collective conventions and preferences of a language's native speakers. Understanding the grammar of an expression or sentence can help you correct a usage problem, but you may also need to consult a dictionary, a writer's handbook, or a style manual to get a fuller explanation. The new "Usage Matters" sections in the ninth edition of *Understanding English Grammar* will provide you with information and recommendations about several common issues of usage.

Exercise 1.2

Considering Matters of Usage

Directions: Which of the following sentences would you consider unacceptable, or incorrect, for Standard Written English usage? Can you explain why? Rewrite them to make them more acceptable.

1. Hopefully, our flight will not be delayed.
2. Everyone should cast their vote in the next election.
3. A decision on the matter has been decided by the court.
4. Here is the memo that I told you about.

5. Who should we believe in these matters?
6. My new assistant, who you met at the regional conference, will take you to the airport.
7. The company expects to more than triple its sales next year.
8. Put a pillow under your head when you lay on the couch.
9. Our high school has it's own swimming pool and tennis courts.
10. My Niece and her Mother-in-law plan to visit Costa Rica next Fall.

As we pointed out in *Understanding English Grammar*, English provides a wide range of choices for speaking and writing. The language we use in one situation may not be appropriate for other audiences and other occasions.

Exercise 1.3

Using Appropriate Language

Directions: Revise the following sentences to make the language more appropriate for the specified writing assignment.

1. *A report in a humanities course:*

It sure didn't surprise me that some kind of company survey of cell phone users said that guys are just as chatty as gals.

2. *A personal essay in a first-year writing class:*

I was devastated to discover that the deluge had drenched my new duds.

3. *A recall letter to automobile owners:*

The failure of the frame support plate could affect vehicle directional control, particularly during heavy brake applications.

4. *A news release for the Bureau of Labor Statistics:*

The feds had to cough up cash last year to a ton of citizens who were short-changed on their Social Security checks.

5. *A paper in a general science class:*

The spread of AIDS is a bigger deal in Africa and places like that than in America.

6. *A critical essay in a college literature course:*

I think Desdemona is a wimp who just lies down and dies.

7. *A paper for a health class:*

People who want to improve physically can undertake several schemes to shed poundage and acquire robustness.

8. *A newspaper editorial:*

The governor explained his reform proposal at length, but the audience was clearly tuned out and just didn't get it.

LANGUAGE VARIETY

Each of the many national varieties of English can be further subdivided into regional dialects. Despite the mobility of people in the United States and the influence of national advertising and media broadcasts, regional differences in American English persist. Speakers in the southern part of the country speak differently from speakers in the Rocky Mountain states—or in New England or the Midwest. Dialectal distinctions occur within these regions as well. Everyone speaks a dialect, although we tend to think that it's other people who “talk different.” Move to another part of the country, or state, and you will discover that you are the one with the dialect.

Exercise 1.4

Recognizing Regional Dialects

A. Directions: For each of the following, give the term you are most likely to use or would expect to hear in your home region.

1. Where do you get water from?
a. tap, b. faucet, c. spigot
2. What do you call a carbonated soft drink?
a. soda, b. soda pop, c. pop, d. soft drink, e. sodie
3. What do you fry eggs in?
a. fry pan, b. skillet, c. frying pan
4. What might you eat for breakfast?
a. hotcakes, b. flapjackets, c. pancakes
5. What do you carry water in?
a. bucket, b. pail
6. What do you call a sandwich made on a long roll and containing a variety of meats and cheeses?
a. hoagie, b. submarine, c. grinder, d. hero, e. poor boy
7. What do you call the evening meal?
a. supper, b. dinner

8. What do you call a limited-access, high-speed road without traffic lights or crossroads?
a. freeway, b. expressway, c. interstate, d. turnpike, e. parkway
9. What term do you use for unauthorized absence from school?
a. play hooky, b. bag school, c. skip school, d. ditch school
10. What do you call the container for carrying groceries from the store?
a. bag, b. sack, c. tote, d. poke

B. Directions: In each of the following, identify the expressions you use or are most likely to hear in your home region.

1. the floor needs swept; the floor needs to be swept; the floor needs sweeping
2. we stood in line; we stood on line
3. quarter to six; quarter till six; quarter of six; quarter before six
4. sick to your stomach; sick at your stomach
5. she isn't at home; she isn't home; she isn't to home
6. he's waiting for you; he's waiting on you
7. they hadn't ought to do that; they oughn't to do that; they shouldn't do that
8. she graduated high school; she graduated from high school

Compare your answers with those of your classmates. Do the differences surprise you, or were you already aware of them? Have you heard other members of your family or community use any of these terms or expressions? How old are they? Where do they live?

LANGUAGE CHANGE

Language changes because society changes. Such change is inevitable, but rarely predictable. Although some people see it as a sign of deterioration, language change occurs so infrequently and so slowly that it seldom causes problems in communication or precision. Most changes occur in the lexicon (vocabulary) of a language: New words are added and others change meaning or acquire additional meanings. Changes in sentence structure are less frequent and take longer to develop.

Exercise 1.5

Examining Changes in English

A. Directions: Translate these passages from Shakespeare's *Julius Caesar* and *Hamlet* into modern English and explain the grammatical changes you found it necessary to make.

1. Looks it not like the king?
2. Wherefore rejoice? What conquests brings he home?
3. To thine own self be true. . . Thou canst not then be false to any man.
4. This was the most unkindest cut of all.
5. Think not, thou noble Roman. / That ever Brutus will go bound to Rome.
6. But whilst thou hear me how I did proceed?

A recent change in language use has come about because of the popularity of text messaging and other forms of electronic communication. People who engage in electronic chatting use abbreviations and acronyms to communicate more quickly. Some of these can be as confusing as a foreign language, especially to parents and others who don't twitter, tweet, or use online bulletin boards or chat rooms.

B. Directions: Explain the following examples of Internet and texting lingo. If you're not certain, make a guess.

1. BY&M
2. WRUD
3. F2F
4. 2G2BT
5. AFAIK
6. IOMH
7. BRB
8. LOL
9. J/K
10. G2G
11. P911
12. SLAP

What abbreviations and acronyms do you use in your electronic conversations? List and explain several of them.

Chapter 2

Words and Phrases

Grammar is the study of how sentences are put together. The exercises in this chapter will give you practice in identifying and understanding the basic components of sentences—words and phrases. This practice will also lay the groundwork for the study of sentence patterns and sentence types in the chapters that follow.

WORD CLASSES

Sentences are, of course, made up of words. Traditional grammarians classified these words into eight categories, called *the parts of speech*, in order to make their description of English conform to the word categories of Latin grammar. More recently, however, linguists have looked closely at English and now classify words according to their form and their function in the sentence.

The four major classes of words in English are the *form-class words*: nouns, verbs, adjectives, and adverbs. These words provide the primary content in a sentence. Learning to identify form-class words will help you to understand how sentences are put together.

The key feature of form-class words is that they change form. They have endings (or spelling changes) that make specific grammatical distinctions.

Nouns

- have singular and plural forms: dog/dogs; woman/women.
- change form to show possession: the *dog's* owner; *women's* rights.
- are marked or signaled by articles (*a, an, the*) or other determiners: *a* dog, *that* woman, *my* pet, *some* people.

Verbs

- have present tense and past tense forms: bark/barked; buy/bought.
- have an *-s* form and an *-ing* form: barks/barking; buys/buying

Adjectives

- have comparative and superlative forms: happy/happier/happiest; expensive/more expensive/most expensive.
- can be qualified by words like *very* and *too*: very happy, too expensive.

Adverbs

- have comparative and superlative forms: soon/sooner/soonest; carefully/more carefully/most carefully.
- can be qualified by words like *very* and *too*: very carefully, too soon.
- are often formed by adding *-ly* to adjectives: expensive ⇨ expensively, happy ⇨ happily.

We can distinguish adjectives from adverbs in three ways:

1. Most adjectives fit into both blanks of this “adjective test frame”:
The _____ NOUN is very _____.
The *happy* wanderer is very *happy*.
The *expensive* necklace is very *expensive*.
2. Adverbs are often movable:
The dogs barked *frequently*.
The dogs *frequently* barked.
Frequently the dogs barked.
3. Adverbs can usually be identified by the information they provide: They tell *when, where, why, how, and how often*.

STRUCTURE WORDS

Unlike form-class words, *structure words* (also called function words) do not change in form. Although they convey little content, they are very important because of the structural sense they contribute to sentences. Structure-class words are among the most common words in the English language. In this chapter you will encounter words from three structure classes: determiners, qualifiers, and prepositions.

*Exercise 2.1***Identifying Form-Class Words**

A. Directions: Identify the form class of the underlined words in the following sentences as noun, verb, adjective, or adverb. Indicate the characteristics of form that you used to make your identification.

Example:

A ten-ton elephant weighs less than a whale.

weighs: verb—present tense, -s form; other forms would be weighed, weighing

whale: noun—marked by a; plural form would be whales

1. The sperm whale stays underwater for thirty minutes at a time.
2. Most whales come to the surface more often.
3. The waters of the Antarctic Ocean provide these huge creatures with abundant plankton.
4. A small blue whale eats as many as twenty-four seals every day.
5. These playful mammals sometimes leap from the water just for fun.
6. Their tails align horizontally with their bodies.

B. Directions: Underline all the nouns, verbs, adjectives, and adverbs in the following sentences. Identify the class of each by writing one of these labels below the word: N, V, ADJ, or ADV.

1. The new contestant appeared nervous.
2. The famous host played shamelessly to the audience.
3. Many members of the crowd dutifully applauded his inane remarks.
4. The director often interrupts the program with insincere encouragement.
5. The astute critics panned the show mercilessly.

THE NOUN PHRASE

The most common word group in the sentence, one that fills many roles in the sentence patterns, is the **noun phrase** (NP), consisting of a noun **headword** together with its modifiers. As you may remember, the word *noun* is from the Latin word for “name”—and that’s how nouns are traditionally defined: as the name of a person, place, thing, concept, event, and the like. But an even better way to recognize and understand nouns is to call on your language competence, to apply in a conscious way what you know intuitively about nouns. For example, one feature common to most nouns when we put them in sentences is the **determiner** that signals them:

a pizza

the game on Saturday

every class

those students standing on the corner

several friends from my hometown

four members of our speech team

Tom’s friend

that problem

The articles *a* and *the*, demonstrative pronouns like *that* and *those*, possessive pronouns and possessive names like *my* and *our* and *Tom’s*, indefinite pronouns like *several* and *every*, and numbers like *four*—all of these are determiners that signal the beginning of a noun phrase. Sometimes other words intervene between the determiner and the headword noun:

several old friends from my hometown

the soccer game on Saturday

a delicious pizza

that recurring problem

In each case, however, you can identify the headword of the noun phrase by asking *what?*

several what? (*friends*)

the what? (*game*)

a what? (*pizza*)

that what? (*problem*)

When you become conscious of determiners, you'll begin to recognize how helpful they can be in discovering the opening of noun phrases.

We should note that there are several kinds of nouns that are not signaled by determiners. For example, proper nouns—the names of particular people, events, places and the like (*Aunt Bess, President Lincoln, Mt. Rainier, Oklahoma, Main Street, Thanksgiving*)—rarely have determiners; abstract nouns (*happiness, justice*), mass, or noncountable, nouns (*homework, water*), and plural countable nouns (*people, children*) may also appear without them.

Another helpful way to recognize nouns—for example, to distinguish nouns from other word categories—is to recognize the various forms they have. Most nouns have both plural and possessive forms: *book, book's, books, books'; teacher, teacher's, teachers, teachers'; class, class's, classes, classes'*. If you can make a word plural, it's a noun: *two books, three classes, four teachers*. But even those that don't have a plural form, such as proper and abstract and mass nouns, generally do have a possessive form: *Joe's book, the water's strange taste*.

*Exercise 2.2***Identifying Noun Phrases**

A. Directions: Identify each noun phrase in the following sentences by circling the determiner and underlining the headword.

Example:

(The) bookstore will hold (its) annual textbook sale soon.

1. My relatives have many odd habits.
2. Aunt Flo has an extensive collection of old umbrellas.
3. Aunt Flo's umbrella collection decorates her front porch.
4. Her oldest son keeps a pet mongoose in the garage.
5. My older brother built a geodesic dome for his second wife.
6. Our cousins from Atlanta make an annual pilgrimage to the Mojave Desert.
7. Their maternal grandmother dresses her three small dogs in colorful sweaters.
8. Uncle Silas's son plays the kazoo in a marching band.
9. This eccentric behavior rarely causes problems with the neighbors.
10. Some members of the family never attend the annual family reunion.

B. Directions: The opening noun phrase in each of the ten sentences of Exercise 2.2A functions as the subject. When you substitute a personal pronoun for that noun phrase (*I, you, he, she, it, we, they*), you can easily identify the line between the subject and predicate. The pronoun stands in for the entire noun phrase, not just the headword.

Underline the subject noun phrase. In the space provided, identify the pronoun that could replace it.

Example:

- | | | |
|-------|-----------|---|
| | <u>It</u> | The bookstore will hold its annual textbook sale soon. |
| _____ | 1. | My relatives have many odd habits. |
| _____ | 2. | Aunt Flo has an extensive collection of old umbrellas. |
| _____ | 3. | Aunt Flo's umbrella collection decorates her front porch. |
| _____ | 4. | Her oldest son keeps a pet mongoose in the garage. |
| _____ | 5. | My older brother built a geodesic dome for his second wife. |
| _____ | 6. | Our cousins from Atlanta make an annual pilgrimage to the Mojave Desert. |
| _____ | 7. | Their maternal grandmother dresses her three small dogs in colorful sweaters. |
| _____ | 8. | Uncle Silas's son plays the kazoo in a marching band. |
| _____ | 9. | This eccentric behavior rarely causes problems with the neighbors. |
| _____ | 10. | Some members of the family never attend the annual family reunion. |

THE PREPOSITIONAL PHRASE

The second kind of phrase we will examine is the prepositional phrase, a word group that shows up throughout the sentence, sometimes as a part of a noun phrase and sometimes as a modifier of the verb. The prepositional phrase consists of a **preposition** and its **object**, which is usually a noun phrase.

In the following three noun phrases, which you saw in Exercise 2.2, the noun headword is shown in bold; the underlined word group that follows the headword in each case is a **prepositional phrase**:

an extensive **collection** of old umbrellas

our **cousins** from Atlanta

an annual **pilgrimage** to the Mojave Desert

The prepositional phrase is one of our most common ways of modifying a noun, in order to add details or to make clear the identity of the noun:

that **house** near the corner

their **reports** about the Civil War

the **man** with the camera

a **ticket** for the concert

You'll note that in each of these examples, there's a noun phrase embedded as a modifier in another phrase.

In the foregoing prepositional phrases, we have seen the following **prepositions**: *of, from, to, near, about, with, and for*. In Chapter 13 of *Understanding English Grammar*, there is a list of about fifty more, all of which are among the most common words in the English language—words we use automatically every day. Some prepositions consist of more than one word. Among them are *according to, because of, except for, instead of, on account of, and in spite of*. It would be a good idea at this point to become familiar with all the possibilities.

When prepositional phrases modify nouns, they are functioning the way that adjectives do, so we call them **adjectivals**. When they modify verbs, they are functioning as adverbs do, so we call them **adverbials**. Like adverbs, they tell *when, where, how, why, and how often*:

My sister has developed some strange allergies in recent years.

In the fall my brother usually gets hay fever.

As you see, these adverbials are identical in form to the adjectival prepositional phrases: a preposition followed by a noun phrase. But the adverbial ones can be moved around in their sentences:

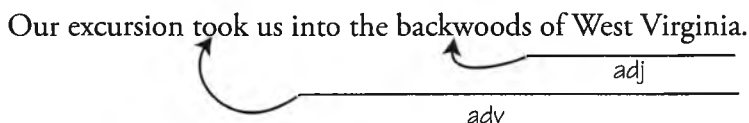
In recent years my sister has developed some strange allergies.

My brother usually gets hay fever in the fall.

This movability is an important difference between the two functions: The adjectival prepositional phrase cannot be moved from its position following the noun it modifies. Not every adverbial is movable either, but if a prepositional phrase can be moved, it is clearly adverbial.

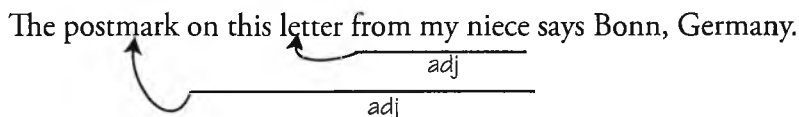
Sometimes we use an adjectival prepositional phrase to identify or describe the object of another preposition:

Our excursion took us into the backwoods of West Virginia.



adv

The postmark on this letter from my niece says Bonn, Germany.



adj

Identifying Prepositional Phrases

Example:

Many industries from the United States have built manufacturing
adj
 plants in Mexico in recent years.
adv adv

1. Many paths lead to the top of the mountain.
2. Byron Scott became the new coach of the Cleveland Cavaliers in 2010.
3. On a cold November afternoon, the new coach met me at his office.
4. According to Mark Twain life on a riverboat was an opportunity for adventure.
5. The students from my study group take long walks around the campus on sunny days.
6. In spite of an aversion to public appearances, the candidate held regular press conferences throughout the campaign.

7. The student assistant in our botany class made a presentation about wild turkeys.
8. During the night our dog cornered a skunk behind the garage.
9. The passengers with stand-by tickets waited by the gate for an hour.
10. Because of a computer error, your refund will not arrive until next month.

Test Exercise 2.4

Identifying Words and Phrases

A. Directions: Identify the class of every word in the following sentences. Place your labels below the words: noun (n), verb (vb), adjective (adj), adverb (adv), determiner (det), qualifier (qual), preposition (prep). [Answers not given.]

Example:

The mangy old hound on our porch growls feebly at every new visitor.

det adj adj n prep det n vb adv prep det adj n

1. Many larger communities envy the athletic facilities in our little town.
2. My friends from the suburbs rather foolishly redecorated their kitchen with glittery green wallpaper.
3. At the last second the alert halfback darts very quickly through the weak side of the defensive line.
4. Several members on the committee arrived too late for the discussion about the new addition to the building.

B. Directions: List the prepositional phrases from the sentences in Part A, identify them as adjectival (adj) or adverbial (adv), and indicate what they modify.

Example:

The mangy old hound on our porch growls feebly at every new visitor.

On our porch,—adj (mod. "hound")

at every new visitor,—adv (mod. "growls")

1. Many larger communities envy the athletic facilities in our little town.
2. My friends from the suburbs rather foolishly redecorated their kitchen with glittery green wallpaper.
3. At the last second the alert halfback darts very quickly through the weak side of the defensive line.
4. Several members on the committee arrived too late for the discussion about the new addition to the building.

Chapter 3

Sentence Patterns and Types

The exercises in this chapter provide practice in recognizing and analyzing the basic sentence patterns and their parts—the focus of Chapter 3 in *Understanding English Grammar*.

SLOT BOUNDARIES AND SENTENCE PATTERNS

In the following exercises you will be identifying slot boundaries and sentence patterns. Following are detailed steps that will lead you to the answers. Here's an example:

My roommates made a delicious meatloaf on Tuesday.

Step 1: Separate the subject and the predicate. The subject is the *who* or *what* that the sentence is about. In this example, it's *My roommates*. You can figure out that the subject noun phrase encompasses just those two words by substituting a pronoun:

They made a delicious meatloaf on Tuesday.

Don't forget, however, that sometimes an adverbial occupies the opening slot. You can identify adverbials by their movability. But in figuring out the sentence pattern, you should ignore them—they're optional.

Step 2: You'll recall that it's the predicate that determines the sentence pattern. First, of course, you must identify *made* as the predicator verb. One way to do that is to recognize *made* as an action—but that doesn't always work: Verbs are not always actions, and action words are not always verbs. In your study of verbs in Chapter 4 of *Understanding English Grammar* you'll discover that the predicator verb is the sentence slot that can have auxiliaries of various kinds. You can use that understanding to figure out that *made* is a verb by asking yourself, "Could I also say *has made* or *is making* or *might make*?" If the answer is *yes*, then you know that *made* is the predicator verb.

Step 3: How many slots follow the predicator verb? And what is the form of the word or word group that fills each slot? The word group following the verb *made* is a noun phrase, *a delicious meatloaf*. Here the opening article, *a*, is the clue: Words like *a* and *the* and *my*, the determiners, are noun signalers. When you see a determiner, you're at the beginning of a noun phrase (NP). And where does the NP end? You can prove that *on Tuesday* has its own slot by testing the boundaries of the meatloaf phrase and substituting a pronoun:

My roommates made it on Tuesday.

Clearly, *on Tuesday* has its own slot: It's an adverbial telling *when*. (It's not an "on Tuesday meatloaf"!) You could also give it the movability test: It could just as easily—and grammatically—open the sentence.

On Tuesday my roommates made a delicious meatloaf.

Step 4. What is the sentence pattern? Because *a delicious meatloaf* and *my roommates* have different referents, the NPs in the formula have different numbers:

NP₁ Verb NP₂ (Adverbial)

And because *on Tuesday* is optional (the sentence is grammatical without it), you'll discover that the sentence pattern is VII.

Remember that the sentence patterns are differentiated by their verbs: *be*, linking, intransitive, and transitive. The four transitive patterns (VII to X) are subdivided on the basis of their verbs too. A verb with a meaning like "give" will have an indirect object as well as a direct object; and those two objects, you'll recall, have different referents:

Pattern VIII

The teacher gave the students an assignment.
ind obj dir obj

Some verbs will take both a direct object and an object complement—either an adjective (Pattern IX) or a noun phrase (Pattern X). In the case of Pattern X, the two NPs in the predicate have the same referent:

Pattern IX

The students consider their teacher fair.
dir obj obj comp

Pattern X

The students consider their teacher a fair person.
dir obj obj comp

(Reminder: A chart of the ten sentence patterns is displayed on the endpapers inside the book's cover.)

*Exercise 3.1***Identifying and Diagramming the Sentence Patterns**

Directions: Draw vertical lines to identify the slot boundaries in the following sentences; label each slot according to its form and function. In the parentheses following the sentence, identify its sentence pattern:

Example:

My roommates | made | a delicious meatloaf | on Tuesday. (VII)

Form:	NP	V	NP	prep phr
Function:	subj	pred vb	dir obj	adv

Then, on separate paper, diagram the sentences. When you identify the sentence pattern, you establish the shape of the diagram. The main line of the diagram will look like the skeletal model for that pattern shown in Chapter 3 of *Understanding English Grammar*.

1. Tryouts for the spring musical begin in a few days. (_____)
2. The director posted the casting call yesterday. (_____)
3. My girlfriend is extremely nervous about her audition. (_____)
4. She once played the part of Maria in *West Side Story*. (_____)

5. Her parents consider that performance a great theatrical triumph. (_____)
6. A freshman from Chicago is everybody's pick for the male lead. (_____)
7. My roommate remains confident of his chances. (_____)
8. The other competitors are usually in the audience. (_____)
9. They graciously give their fellow actors a hearty round of applause.
(_____)
10. The unsuccessful aspirants often become members of the technical crew.
(_____)

LINKING VERBS

Patterns IV and V contain linking verbs other than *be*. *Be* is the most frequently used linking verb in English; it also has more forms and variations than other verbs. For these reasons, we have separated it from the other linking verbs to emphasize its special qualities.

Linking verbs connect the *subject* with a *subject complement*, a word or phrase that follows the verb and completes the meaning of the sentence. In Pattern IV, the subject complement is an adjective that describes or names an attribute of the subject. In Pattern V, the subject complement is a noun phrase that renames or identifies the subject—the NPs have the same referent.

A small number of verbs fit into these linking patterns. The common ones can be roughly divided into three categories:

- Verbs that express a change in state: *become, get, grow, turn*, etc.
- Verbs that express existence or appearance: *appear, seem, remain, stay*
- Verbs of perception: *look, feel, taste, smell, sound*

In addition to the limited number of common linking verbs, others not usually thought of as linking can, on occasion, be followed by an adjective and therefore fit into Pattern IV:

The screw *worked* loose.

The witness *stood* firm.

The well *ran* dry.

Very few verbs fit in Pattern V. The most common are *become* and *remain*; sometimes *seem, make, continue*, and *stay* will also take noun phrases as subject complements.

Most of the linking verbs listed here can also occur in other sentence patterns. You can often test for a linking verb by substituting a form of *be, seem, or become* in the sentence:

The screw *worked* loose = The screw *became* loose.

My uncle *remained* a bachelor = My uncle *was* a bachelor.

The meaning may change a little, but if the substitution produces a grammatical sentence, then you know you have a linking verb. Of course, the easiest way to recognize linking verbs is to identify the subject complement and understand its relationship to the subject.

*Exercise 3.2***Identifying Linking Verbs and Other Patterns**

Directions: Decide if the verbs in the following sentences are linking, intransitive, or transitive. Then write the sentence pattern number in the parentheses after each sentence.

1. The weather turned cool over the weekend. (____)
2. The committee members turned their attention to the next item on the agenda. (____).
3. The Schillers remained our neighbors for many years. (____)
4. The class grew impatient with the teacher's rambling explanation. (____)
5. My nephew grew a goatee in two months. (____)
6. The audience stayed awake through the whole speech. (____)
7. A panel of judges stayed the execution. (____)
8. The children stayed in their room. (____)
9. Bill's younger sister makes delicious lasagna. (____)
10. She will make a great chef someday. (____)
11. This juice tastes bitter. (____)
12. The detective tasted traces of cyanide in the juice. (____)
13. During last night's thunderstorm we went to the basement. (____)
14. The company went bankrupt last year. (____)
15. The child fell ill during the night. (____)
16. No snowflake falls in the wrong place. [Zen saying] (____)
17. Men have become the tools of their tools. [Henry David Thoreau] (____)

Test Exercise 3.3

Identifying More Sentence Patterns

Directions: Draw vertical lines to identify the slot boundaries in the following sentences; label each slot according to its form and function. In the parentheses following the sentence, identify its sentence pattern. Your instructor may want you to diagram these sentences on separate paper. [Answers are not given.]

Example:

On its driest day, | the Susquehanna River | provides |

prep phr
adv

NP
subj

V
pred vb

one billion gallons of fresh water | to the Chesapeake Bay. (VII)

NP
dir obj

prep phr
adv

1. You nearly sideswiped that squad car across the street. (____)
2. The police are at the door. (____)
3. The air always seems fresh and clean after a spring rain. (____)
4. Many cultural historians consider Isadora Duncan the creator of modern dance. (____)

5. In the United States, Duncan was popular only in New York. (_____)
6. The barista at the new Starbucks in town was once a contestant on *Deal or No Deal*. (_____)
7. During rush hour my new car sputtered and stalled in the middle of a busy intersection. (_____)
8. With further practice, Jeanne will become an extraordinary gymnast. (_____)
9. A farmer from New Jersey won a prize in London in 1986 for a 671-pound pumpkin. (_____)
10. Climate conditions in 1987 made the pumpkins smaller. (_____)
11. That year a Canadian took first place with a 408-pound entry. (_____)
12. The pumpkin won its grower a cash prize and a trip to San Francisco. (_____)

PHRASAL VERBS

In your study of the sentence patterns you learned about the **particle**, a word that combines with a verb to form a **phrasal verb**. In the following example, *up* is a particle:

Pat looked up the word.

The phrasal verb *look up* has a distinctive meaning, one that is different from the combined meanings of *look* and *up*. In contrast, *up* is a preposition in this sentence:

Pat looked up the hall.

Here's a slot analysis of the two:

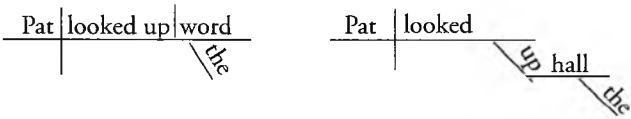
Pat | looked up | the word. (Pattern VII)

Form:	N	vb	NP
Function:	subj	pred vb	dir obj

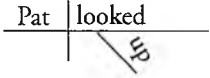
Pat | looked | up the hall. (Pattern VI)

Form:	N	vb	prep phr
Function:	subj	pred vb	adv

And here is what they look like when diagrammed:



We could also say “Pat looked up,” where *up* is an adverb:



Exercise 3.4**Identifying and Diagramming Phrasal Verbs**

Directions: Draw vertical lines to show the slot boundaries in the following sentences, paying particular attention to the verbs. In the parentheses following the sentence, identify the number of the sentence pattern.

Example:

The police | are looking into | the suspect's activities. (VII)

(Helpful hint: One way to test a phrasal verb is to substitute a single word that means the same thing. Often you can find a synonym. In the previous example, we could substitute *investigating* for *looking into*.)

1. The ski lift shut down for the summer. (_____)
2. The job candidate turned down the offer. (_____)
3. The fugitive fled down the alley. (_____)
4. The couple called off their engagement. (_____)
5. The defendant stood by her story. (_____)
6. The bailiff stood by the door. (_____)
7. The prosecutor suddenly stood up. (_____)
8. His mother-in-law looks after the children on weekends. (_____)
9. I looked for my keys everywhere. (_____)
10. They put up with the children's rowdy behavior. (_____)

On separate paper diagram the ten sentences you just analyzed. Remember that all the words that make up the verb will be in the verb slot on the main line, as you saw in the diagram of "Pat looked up the word."

TYPES OF SENTENCES

The sentence patterns you've been studying are classified according to what kind of verbs they contain—being, linking, intransitive, transitive. We can also classify sentences according to their purpose or function.

- **Declarative** sentences make statements and follow a subject-verb-complement pattern: *Nobody saw us. Reynard is the best candidate.* The majority of sentences in English are declarative.
- **Interrogative** sentences ask questions and usually involve a subject-verb inversion (where the verb or auxiliary verb comes before the subject): *Did anyone see us? Who is your choice for president?*
- **Imperative** sentences give commands and have no subject (although *you* is implied as the subject): *Look over there. Vote for Reynard for president.*
- **Exclamatory** sentences express surprise, anger, or excitement. This type of sentence gives special attention to a complement by shifting it to the front of the sentence and introducing it with *What* or *How*: *What a lousy candidate he is! How observant you are!*

Exercise 3.5

Identifying Sentence Types and Purposes

A. Directions: On the line after each of the following sentences identify its type: declarative, imperative, interrogative, or exclamatory. In the parentheses, write the number of the sentence pattern.

Example: I asked you a question. declarative (VIII)
Be careful out there. imperative (II)

1. Betty's cats eat potato chips. _____ ()
2. Pick up those dirty socks. _____ ()
3. Tell me your name again. _____ ()
4. What is your name? _____ ()
5. What a terrific movie that was! _____ ()

6. Is skydiving safe? _____ ()
7. The parachute finally opened. _____ ()
8. How calm you seem. _____ ()
9. Don't sell yourself short. _____ ()
10. Have you ever been to Europe? _____ ()

B. Directions: From each of the following noun-verb pairs, create a statement, a question, and a command.

Example:

water, boil

Statement: Water boils at 212 degrees Fahrenheit.

Question: Is the water boiling yet?

Command: Boil some water for our tea.

1. noise, stop
2. email, send
3. computer, use
4. story, tell

*Test Exercise 3.6***Identifying Slot Boundaries and Sentence Patterns**

Directions: Draw vertical lines to identify the slot boundaries in the following sentences; label each slot according to its form and function. In the parentheses following the sentence, identify its sentence pattern. [Answers are not given.]

Example:

My roommates | fixed | meatloaf and baked potatoes | for dinner | on Tuesday. (VII)

Form:	NP	V	compd NP	prep ph	prep ph
Function:	subj	pred vb	dir obj	adv	adv

1. After several weeks on the job, Doris and Modelle became best buddies. (____)
2. The librarian found me a pamphlet and two additional articles. (____)
3. The audience grew restless during the long second act. (____)
4. Our cat often sits on the window sill for the whole afternoon. (____)
5. Unreasonable haste is the direct road to error. [Moliere] (____)
6. The team leader broke down the major goals into three specific tasks. (____)
7. My great uncle left his wife a sizable fortune. (____)
8. The new medication left the patient weak and drowsy. (____)
9. The dean's secretary set up an appointment for me for tomorrow. (____)

10. My breath smells bad because of the garlic. (_____)
11. The new sales manager is by nature ebullient and friendly. (_____)
12. The pickles are next to the potato salad. (_____)
13. The critics called the third sequel a dismal failure. (_____)
14. Babies on television never spit up on the new couch. [Irma Bombeck] (_____)
15. A society of sheep begets a government of wolves. [Bertrand de Jouvenal]
(_____)
16. Honesty is the first chapter in the book of wisdom. [Thomas Jefferson]
(_____)
17. Some European countries have successfully encouraged the official use of two or
even three languages. (_____)
18. A wide screen makes a bad film worse. [Samuel Goldwyn]. (_____)
19. The FBI looked into the matter. (_____)
20. Too many people make money their primary pursuit. (_____)

Chapter 4

Understanding Verbs

THE VERB-EXPANSION RULE

The formula you studied in Chapter 4 of *Understanding English Grammar*, known as the “verb-expansion rule,” represents our system for generating all the possible grammatical verb forms. It explains our system for using auxiliaries:

$$\text{VP}=\text{T (M) (have +-en) (be +-ing) MV}$$

T stands for tense, either present or past. The tense is applied to the first word in the string:

pres + eat = eat(s)

past + eat = ate

present + have + -en + eat = have (has) eaten

past + have + -en + eat = had eaten

M stands for the modal auxiliaries, *can/could*, *will/would*, *shall/should*, *may/might*, *must*, *ought to*:

pres + can + eat = can eat

past + can + eat = could eat

pres + may + eat = may eat

past + will + eat = would eat

have +-en: This component of the rule says that when *have* serves as an auxiliary it is followed by the *-en* form (the past participle) of the main verb (or of the auxiliary *be*):

pres + have + -en + eat = have (has) eaten

past + have + -en + eat = had eaten

pres + have + -en + be + -ing + eat = has (have) been eating

past + have + -en + be + -ing + eat = had been eating

be + -ing: This component of the rule says that when *be* serves as an auxiliary, it is followed by the *-ing* form of the verb:

pres + be + -ing + eat = is (am, are) eating

past + be + -ing + eat = was (were) eating

past + may + be + -ing + eat = might be eating

MV, the main verb, will always be the last slot in the verb string. Its form will be determined by the auxiliary that precedes it or by **T** if there is no auxiliary:

pres + eat = eats

past + eat = ate

past + be + -ing + eat = was (were) eating

past + shall + eat = should eat

Exercise 4.1

Identifying Verb Strings

Directions: Underline the verb—along with any auxiliaries—in the following sentences. Then show the components of the verb-expansion rule that the verb string contains. Remember that in every case the first component is either present or past tense.

Example:

We have finished our homework.

pres+have+-en+finish

(Note that *have* + *-en* is not shown in parentheses here. The parentheses mean that the auxiliary is optional: We don't have to choose it. Here, however, we are examining what we did choose.)

1. Our team has won its last five games.

2. Leah is feeling ill today.

3. My partners and I have been planning our clearance sale.

4. It could be our biggest event of the year.

5. We had expected a larger turnout.

6. We may have been trying too hard.

7. We now understand the problem.

8. The boss should give us a day off.

9. You can be a big help.

10. The police may have arrested the wrong person.

Exercise 4.2

Practicing with Verbs

Directions: Turn each of the following strings into a predicated verb; then use it in a sentence with “the students” as the subject.

Example: pres +will +be +-ing +work

will be working / The students will be working on their projects this weekend.

1. past +be +-ing +read

2. past +have +-en +take

3. past +be +-ing +be

4. past +can +have +-en +help

5. pres +have +-en +be +-ing +finish

6. past +shall +have +-en +spend

7. pres +be +-ing +go

8. pres +will +be +-ing +start

9. past +have +-en +have

10. past +may +have +-en +be +-ing +make

REGULAR AND IRREGULAR VERBS

Most verbs in the English language are **regular**. These verbs consistently add *-d* or *-ed* to the base (sometimes with a spelling change) to get the past tense forms: *type/typed*, *stop/stopped*, *try/tried*. The third principal part, the **past participle**, of a regular verb is the same as the past tense.

By contrast, **irregular** verbs do not consistently add *-d* or *-ed* to form the past tense and past participle. They are irregular in a number of ways:

Some change an internal vowel to form the past tense and the past participle: *drink/drank/drunken*, *sing/sang/sung*.

Others change a vowel for the past tense but add an *-n* ending for the past participle: *see/saw/seen*, *know/knew/known*.

Some change a vowel for the past tense and use the same form for the past participle: *sit/sat/sat*, *teach/taught/taught*.

Some others use the base form for all three principal parts: *cut/cut/cut*, *set/set/set*.

And one verb uses a different word for the past tense: *go/went/gone*.

About two hundred verbs in English are irregular; they are some of the oldest and most commonly used verbs in the language. Since even native speakers are sometimes unsure which form to use with a particular verb, dictionaries and handbooks routinely give the principal parts for irregular verbs.

Some verbs have both a regular and an irregular past or past participle. These two forms are sometimes genuine alternatives: You can use either one without conveying a contrast in meaning or style. But in some cases the forms have separate meanings (people are *hanged*, pictures are *hung*), or one form is more informal (*busted* for *burst*).

Exercise 4.3

Choosing the Appropriate Past Tense

Directions: Look at the underlined verbs in the following pairs of sentences and decide which ones are interchangeable, which ones are used only in a particular context, and which ones are nonstandard. Start by making your own judgments, but then consult a usage dictionary or writer's handbook to check your knowledge and intuition.

1. They pleaded with their daughter to come home again.
The protestors pled not guilty to the trespassing charges.
2. The sun shone through the kitchen windows.
On Sundays our father got up early and shined our shoes for us.
3. We sneaked out by the back door.
We snuck past the desk clerk.
4. The old man carefully wove a complicated gold pattern into the cloth.
We spotted our friends as they weaved their way through the crowd.
5. For some reason I woke up early.
The nurse waked him gently.
6. Helicopters flew the accident victims to the hospital.
The second baseman flied to left to end the inning.
7. Renee walked to the deep end of the pool and dived in.
The aircraft dove for the ground to avoid the attack.
8. We dragged the boat up the beach.
Look what the cat drug in.
9. Coach Day knit together a winning team out of second-string players.
My aunt knitted me a shirt for my birthday.
10. Ruth lighted the candles and set the table.
A smile lit up her face.

TROUBLESOME VERBS: *LIE/LAY, RISE/RAISE, SIT/SET*

The forms of the verbs *lie* and *lay* are frequently confused; they have similar spellings and are close in meaning. *Lie* means “to recline, place oneself down, or to remain” and is intransitive (not followed by an object). *Lay* means “to put something down” and is transitive (must be followed by an object). Here are their principal forms:

	base	-s form	-ing form	-ed form	-en form
intransitive:	lie	lies	lying	lay	lain
transitive:	lay	lays	laying	laid	laid

As you can see, the word *lay* is both the *-ed* (past) form of *lie* and the base (present) form of *lay*. Even well-educated speakers have trouble choosing the correct forms of these two verbs in spontaneous speech, because the standard forms are so rarely heard. The most common errors occur with using *laid* for the past tense and past participle of *lie*:

*“The weary nurse laid down for a short nap.” *“She has laid down for a nap.”

The standard forms, however, should always be used in edited writing:

The weary nurse lay down for a short nap. She has lain down for a nap.

Two other verb pairs—*sit* and *set*, and *rise* and *raise*—can cause some confusion because of their differing intransitive and transitive forms.

Rise is intransitive and irregular: *rise, rising, rose, risen*. It means “to get up” or “increase.”

Raise is transitive and regular: *raise, raising, raised, raised*. It means “to lift something” or “bring up something.”

Sit is intransitive and irregular: *sit, sitting, sat, sat*. It means “to be seated” or “be located.”

Set is transitive and irregular: *set, setting, set, set*. It means “to put or place something.”

*Exercise 4.4***Using the Standard Verb Form**

Directions: Decide if you need a transitive or intransitive verb to fill the blanks in the following paragraph. Choose the standard form from among these six verbs—*lie/lay*, *rise/raise*, *sit/set*—that accurately and correctly completes the meaning of each sentence.

Our cat loves to _____ in the sun. Every morning after the sun _____, when I _____ the window shade, the cat jumps up and _____ on the window sill. Our dog, however, is a lazy creature who would rather _____ around on the rug all day and sleep. Yesterday he _____ there the entire day. Once in a while he _____ his head from the rug and looks around to see what the cat is doing. Sometimes my mother takes the cat outdoors and _____ her on the porch swing. She _____ there for hours.

SHIFTS IN TENSE

Verb tenses need to be clear and consistent in narrative and descriptive writing. Inappropriate shifts will interfere with the reader's ability to follow the development of ideas and events.

Exercise 4.5

Using Consistent Tense

Directions: The following paragraph contains uncalled for tense shifts. Rewrite it to make all the verbs present tense.

(1) Bowser, the huge sheep dog who lives next door, had a shaggy coat and a loud, resounding bark. (2) He was friendly and loves to be petted, but his size frightened children. (3) He got so excited when kids came around that he knocks them down like bowling pins. (4) So he spent his time barking at squirrels, or else he gallops along the fence and terrorized our tiny fox terrier. (5) Bowser really needed to live on a farm and have animals his own size to play with.

*Test Exercise 4.6***Identifying Sentence Patterns and Verb Components**

A. Directions: In the parentheses after each sentence, identify its sentence pattern. On the line below, show the components of the verb. Your instructor may also ask you to diagram the sentences. [Answers are not given.]

Example:

Researchers have found no link between coffee consumption and heart disease. (VII)

Pres + have + -en + find

1. The federal government recently announced its new regulations for food labels. (____)

2. Some manufacturers were already using the new format. (____)

3. The old labels gave consumers very little information about fat content. (____)

4. Heart disease is the major cause of death in this country. (____)

5. Very high cholesterol levels may increase the risk of heart attacks. (____)

6. According to recent research, very low levels also pose a health hazard. (____)

7. My doctor has always considered nutrition the key to good health. (____)

Name _____

8. Because of my low-sodium diet, potato chips taste extremely salty to me.
(_____) _____
9. The whole family will be eating more fresh vegetables now. (_____) _____
10. Our nephew has been coming to dinner on Saturday nights. (_____) _____

B. Directions: In the following sentences insert the appropriate standard form of the verb indicated in parentheses beforehand.

Example: (rise) We rose early every day last week.

1. (lay) Yesterday I _____ my watch on the sink.
2. (sit) She was so tired that she _____ down.
3. (set) I _____ my watch ten minutes fast.
4. (lie) We had just _____ down when the telephone rang.
5. (lay) The goalie had _____ down his face mask and chin protector.
6. (raise) Last evening the speaker _____ his voice in order to be heard.
7. (lie) When I get the urge to exercise, I _____ down until it passes.
8. (rise) Sales have _____ by 20% during the holidays.
9. (shine) He cleaned his glasses and _____ his shoes.
10. (sneak) I _____ in around 1:00 a.m. last night.

Chapter 5

Changing Sentence Focus

In Chapter 5 of *Understanding English Grammar*, you learned about three common ways of varying sentence patterns to change the focus of a sentence: the **passive voice**, the **there-transformation**, and **cleft sentences**. The exercises in this chapter will give you additional practice in understanding and using these focusing techniques.

THE PASSIVE VOICE

The verb-expansion rule represents the system for generating verbs in all of the sentence patterns. You can think of it as the “active” rule. The four transitive-verb patterns, however, have another version: the **passive voice**. We go through two main steps in transforming an active sentence to passive:

1. The direct object of the active is shifted to subject position.
2. *be* +-*en* is added to the verb formula.

Here, for example, is an active sentence:

The students have eaten the pizza.

First, let's analyze the components of the verb, *have eaten*:

pres +have +-en +eat

To transform the sentence into the passive voice, we add *be*+-*en*, just before the main verb:

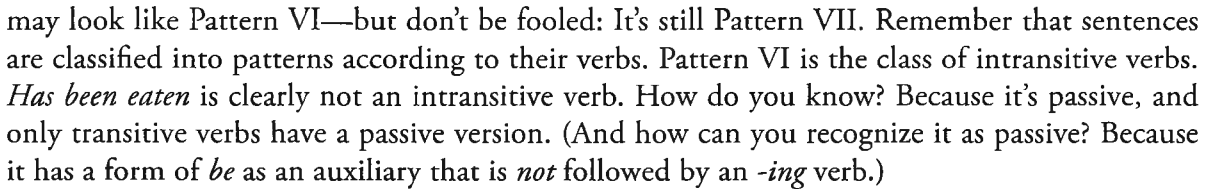
pres +have +-en +be +-en +eat

The passive verb becomes *has been eaten*.

You'll notice that when we shift the direct object, *the pizza*, into subject position, the sentence no longer has a direct object:

The pizza has been eaten.

The resulting sentence,



The indirect object of a Pattern VIII sentence can also become the subject of the passive version:

(passive) Tania was granted an interview.

If the direct object of a Pattern VIII sentence is used for the passive subject, the indirect object (if retained) is usually expressed in a prepositional phrase beginning with *to* or *for*:

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Exercise 5.1

Transforming Active Sentences to Passive

Directions: In this exercise you will follow three steps in transforming the sentences into the passive voice:

Step 1: On the first line below the sentence, identify the components of the verb. Your answer will be in the form of a string, beginning with tense—present or past.

Step 2: Add *be* + *-en* to the components of the active verb.

Step 3: Then on the next line, write out the passive version of the sentence. Remember that the direct or indirect object will become the subject of the passive. In some cases you may wish to include the active subject (as the object of the preposition *by*); in others you may wish to drop it.

Example: You will retain all of the components of the active verb string.

pres + will + retain; pres + will + be + -en + retain

Passive: All of the components of the active verb string will be retained.

1. Sidney Rosenthal invented the indelible market in 1952.

2. People have used Magic Markers for branding cattle, camouflaging fishing lines, and marking up buildings and subway cars.

3. The company sells more than half a billion markers each year.

4. Most of Dr. Carpenter's colleagues distrust him.

5. The price of gasoline has altered our vacation plans for the summer.

6. Writers cannot dispense with passive verbs entirely.

7. The new air-conditioning unit will also regulate the humidity in the nurseries.

8. Every candidate for graduation must take a writing competency exam.

9. The whole town is discussing Laura's strange disappearance.

10. Someone had boarded up all the doors and windows.

CHANGING PASSIVE TO ACTIVE

To convert a passive sentence into an active one, begin by looking for these three elements:

1. *The agent or doer of the action expressed by the verb.* It's usually located in a *by* phrase. If an agent is not included in the passive sentence, then you'll have to create one. Remember, it will serve as the subject of the active sentence.
2. *The be auxiliary in the passive verb.* It's always the last auxiliary in the verb string and is always followed by the *-en* form of the main verb. You will delete this auxiliary and not include it in the active sentence.
3. *The subject of the passive sentence.* You will shift it to the object slot in the active sentence.

Let's take a look at a passive sentence and see how this analysis helps us to rewrite the sentence in active voice.

These lines were written by a famous poet.

- The agent of the action, "a famous poet," will become the subject of the active sentence.
- The passive auxiliary, "were," is in the past tense. Delete "were"; then change the main verb from "written" (the *-en* form) to "wrote" (the past tense).
- The passive subject, "These lines," goes in the direct object slot of the active sentence.

A famous poet wrote these lines. [*active version*]

Here are two more examples:

These lines are often quoted.

- There's no agent, so supply a noun phrase like "people" as the subject.
- Delete "are" (present tense) and use "quote" (present tense) for the verb.
- Move "these lines" to the direct object slot. (Put the adverb "often" wherever it fits.)

People often quote these lines. [*active version*].

These lines have been frequently quoted by politicians.

- “Politicians” becomes the subject.
- Delete “been” but keep “have”; the main verb remains the *-en* form (“quoted”).
- Use “these lines” for the direct object; put the adverb “frequently” before the main verb or at the end of the sentence.

Politicians have frequently quoted these lines. [*active version*]

Politicians have quoted these lines frequently. [*active version*]

With a “give” verb the passive subject may shift to the indirect object slot in the active version:

The author was offered a huge advance for his new novel. [*passive version*]

A publisher offered the author a huge advance for his new novel.
[*active version*]

Exercise 5.2

Changing Passive Sentences to Active

Directions: Change these passive sentences into active voice. Remember to locate the agent of the action, delete the passive *be*, and shift the passive subject to an object slot. If the agent of the action is not expressed in the passive sentence, you will have to supply a subject (such as *someone*) for the active sentence. Identify the sentence pattern of the active sentences that you produce.

Example:

Many lives have been saved by the discovery of insulin.

The discovery of insulin has saved many lives. (VII)

1. My wallet was turned in to the lost-and-found department.

2. Several ingredients were inadvertently omitted from the cheesecake recipe.

3. The country of Indonesia is made up of more than 17,000 islands.

4. My father has not been told about my brother's escapade in Spain.

5. Donations for the local food bank are being collected by the Boy Scouts.

6. Paula's credit card application was approved.
-
7. The president's economic plan is being called a failure by members of Congress.
-
8. Your suggestions will be given thoughtful consideration.
-
9. The bold are befriended by both fortune and love. [Ovid]
-
10. Life must be understood backward, but it must be lived forward.
[Soren Kierkegaard]
-

Test Exercise 5.3

Changing the Voice of Sentences

Directions:

Step 1: In the parentheses after each sentence, identify the voice of the verb as active (A) or passive (P).

Step 2: Rewrite the sentences, changing the active ones to passive and the passive to active. Again, remember that the only difference between the passive and active verb strings is the presence or absence of *be* + *-en*. [Answers not given.]

Example: Our company will give everyone a bonus at the end of the year. (A)

Everyone will be given a bonus at the end of the year. (P)

1. In the Middle Ages thousands of manuscripts were handcopied by monks.
(____)

2. The residents of Shady Pines are really enjoying their big screen TV. (____)

3. The apartment was leased to us under false pretenses. (____)

4. On *Jeopardy!* contestants' answers must be phrased in the form of a question.
(____)

5. The tunnel beneath the English Channel is called "The Chunnel." (_____)

6. The Chunnel has considerably reduced travel times between London and Paris (_____)

7. People in three neighboring states could feel the earthquake. (_____)

8. These heavy socks will keep my feet warm in winter. (_____)

9. You should dice the fruit and soak it in brandy. (_____)

10. A little nonsense now and then is cherished by the wisest people. (_____)

THE *THERE* TRANSFORMATION

The *there* construction, like the passive voice, shifts the focus of a sentence by altering the word order. In this case, the unstressed *there*, known as an **expletive**, opens the sentence and is usually followed by a form of the verb *be*. This arrangement, called the “existential *there*,” is used to state that something exists or simply *is*.

There is still time for a swim.

There were a lot of trucks on the road yesterday.

The *there* transformation is an effective way to refocus a sentence by postponing the subject. It presents the whole sentence as new information.

In the following exercise you will examine a passage in which the author uses a series of *there* sentences to build up his description, moving through the scene to focus on certain details. The *there* constructions prepare the ground for the new items of information as they are added to the description.

*Exercise 5.4*Exploring the Use of the *There* Transformation

Directions: The following is a passage from Chapter 3 of Ernest Hemingway’s *For Whom the Bell Tolls*; it uses seven *there* transformations to describe a scene at a sentry box. The version below has been rewritten to eliminate those constructions. Your task is to restore the description to its original wording, including the seven *there* constructions.

(Hint: The third sentence is correct; it’s the only sentence in the original that did not contain a *there* transformation.)

A worn, blackened leather wine bottle was on the wall of the sentry box, some newspapers were there, and no telephone. Of course a telephone could be on the side he could not see; but no wires running from the box were visible. A telephone line ran along the road and the wires were carried over the bridge. A charcoal brazier made from an old petrol tin with the top cut off and holes punched in it, which rested on two stones, was outside the sentry box; but it held no fire. Some fire-blackened empty tins were in the ashes under it.

In *Understanding English Grammar*, we present the *there*-transformation as a useful tool for emphasizing the subject (as when introducing it for the first time) or to indicate a change in direction (as illustrated in the previous exercise). But often expletives like *there*, *here*, and *it* just add words and act as weak substitutes for more direct sentence openers. The shift that the *there*-transformation makes can also cause problems with *subject-verb agreement*, since it is tempting to see *there* as the grammatical subject.

Exercise 5.5

Revising Weak Openings

Directions: Revise the following sentences to eliminate the weak use of “There are,” “It is,” and “There were” openings, and to correct subject-verb agreement errors.

1. There was a feeling, at least on most team members’ parts, that we needed a clearly defined leader.
2. It is my desire to live in an open-plan loft in a big city in Europe.
3. There are three reasons why I hesitate to go into business with a close friend.
4. There were so many people at the concert that no one had enough room to dance.
5. It is essential that we decide early what to serve for dinner on Saturday night, rather than make a rushed decision at the last minute.
6. There was love and support all around me throughout my childhood and adolescence.
7. There has never been any concerted attempts to solve the mystery.

CLEFT SENTENCES

A cleft sentence is one that is split (cleft) so as to put the focus on one part of it. In Chapter 5 of *Understanding English Grammar*, you learned that there are two ways of shifting focus with a cleft sentence: the *it*-cleft and the *what* cleft.

Exercise 5.6

Using Sentence Transformations

Directions: Rewrite each of the following sentences, shifting the focus by using the *it*-cleft, the *what*-cleft, and the *there*-transformations to change the focus. You may be able to shift the focus in more than one way for some sentences.

Example:

Hundreds of angry voters were protesting the candidate's position on health care.

There were hundreds of angry voters protesting the candidate's position on health care.

What the hundreds of angry voters were protesting was the candidate's position on health care.

1. The onions ruined the stew.

2. Angela scored the winning goal in the final seconds of overtime.

3. Heavy rain reduced the visibility to zero.

4. No concert tickets were available this morning.

5. The new technology of brain imaging is bringing hope to people suffering from Alzheimer's disease.

6. A new version of this story illustrates the author's originality.

7. The defendant's consistent testimony convinced the jury.

8. The larger perspective is always needed in the appreciation of art, or life. [Alice Walker]

*Test Exercise 5.7***Identifying Shifts in Focus**

Directions: In the parentheses, identify the pattern of the basic sentence underlying each of the following transformed sentences. On the line beneath the sentence, identify the structural shift in focus that the sentence has undergone: passive voice, *there* transformation, or cleft sentence. [Answers are not given.]

Example: The students have been given their homework assignment. (VII)
Passive

1. There is always a traffic jam in the parking lot at noon. (_____) _____
2. The street in front of our house was resurfaced on Monday. (_____) _____
3. There were too many suspects in last night's episode of *CSI*. (_____) _____
4. What brings tourists to New England in October is the magnificent display of fall colors. (_____) _____
5. It was your stolen base in the ninth inning that set up the winning run. (_____) _____
6. There's no business like show business. (_____) _____

7. Several students from our dorm were questioned about the incident. (____) _____
8. It was my roommate who broke up the fight. (____) _____
9. What causes many of the forest fires in the Western states is lightening. (____) _____
10. The food at that restaurant is often served too cold. (____) _____
11. There appears on the screen an image of the planet Neptune. (____) _____
12. The team's new mascot was named Ruggers. (____) _____

Chapter 6

Modifiers of the Verb: Adverbials

Many of the sentences you have seen so far include **adverbials**—modifiers of the verb that add such information as time, place, reason, and manner. In Exercise 2.3 your task was to distinguish adverbial prepositional phrases from adjectivals, those that modify nouns. Here's the example from that exercise, with its three prepositional phrases:

Many industries from the United States have built manufacturing plants in Mexico in the last two years.

The first is adjectival, modifying *industries*. You can test its function by substituting a pronoun for the subject of the sentence:

They have built manufacturing plants...

The fact that the pronoun substitutes for the entire phrase, “Many industries from the United States,” demonstrates that the “from” phrase modifies the noun.

The “in” prepositional phrases, however, are clearly adverbial, telling where and when about the verb. The last one is easy to test: It could open the sentence without changing the meaning:

In the last two years they have built manufacturing plants in Mexico.

However, we probably wouldn't shift this particular “where” information:

In Mexico in the past two years, many industries have built manufacturing plants.

The sentence is grammatical, but it doesn't sound quite as natural.

The movability test is not infallible. There are a number of adverbs and adverbial prepositional phrases that would not be idiomatic in the opening slot. However, if the prepositional phrase can be moved to the opening, it is clearly adverbial.

Exercise 6.1

Recognizing Adverbials

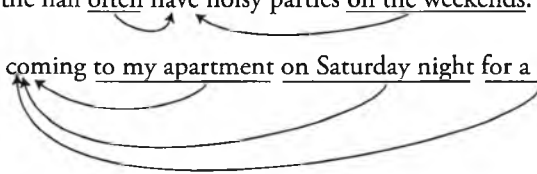
Directions: This exercise is similar to the one you did in Chapter 2 where you distinguished between adverbial and adjectival prepositional phrases. Here, too, the sentences include both functions of the prepositional phrase. They also include adverbs, some of which are recognizable by the *-ly* endings (adverbs of manner, you'll recall, are derived by adding *-ly* to adjectives). Others you can identify by the kind of information they contribute to the sentence.

Underline the adverbial words and phrases. Draw an arrow from the underline to the verb being modified.

Examples:

The people across the hall often have noisy parties on the weekends.

Several friends are coming to my apartment on Saturday night for a party.



The diagram shows two arrows from the first example sentence: one from 'often' to 'have' and one from 'on the weekends' to 'have'. In the second example sentence, three arrows point from the underlined phrase 'to my apartment on Saturday night for a party' to the verb 'coming'.

1. One wall of the study was filled with art works by the French impressionists.
2. How do people in the tropics live comfortably with such heat and humidity?
3. Northerners sometimes suffer from depression during the dark days of winter.
4. The decline in the financial markets probably happened because of uncertain news about interest rates.
5. The road to hell is often paved with good intentions.

6. According to recent estimates, almost 300 vertebrate species have become extinct during the past 300 years.
7. Several species are teetering precariously on the brink of extinction.
8. The students from Ms. Tingle's class walked single file down the corridor.
9. Detective Benson cautiously crept into the dark alley and quickly flattened herself against the wall.
10. In spite of my best efforts, I seldom do my physics experiments right the first time.

Your instructor may ask you to diagram the ten sentences from this exercise on separate paper. Identifying the pattern of each sentence will help you determine the basic shape of the diagram.

Exercise 6.2

Identifying and Diagramming Adverbials

Directions: In this exercise, you will encounter all five forms of adverbials that you studied in Chapter 6 of *Understanding English Grammar*: adverbs, prepositional phrases, noun phrases, verb phrases, and clauses. Underline each adverbial and identify its form.

Example:

<u>Last night</u>	the wind was blowing <u>hard.</u>
NP	adv

Using separate paper, diagram the ten sentences. Remember that all of the words and word groups that you identified as adverbial will be attached to a verb.

1. Theo will stay home on Saturday to prepare us a special dinner.
2. After my parents retire, they will move to a condo in Arizona.
3. I finally landed a part-time job as a lifeguard at the YMCA this summer.
4. Opportunities for full-time work are scarce in this economy.
5. At the time of the thunderstorm the family was quietly eating lunch on the patio.
6. At Mike's Halloween party, a ghostly face appeared in the window at midnight.
7. To get to work on time, I must get up at 4:30 a.m.
8. While you are in the kitchen, bring me some extra cream for my coffee.
9. To receive a refund, you must sign a release form before you purchase this product.
10. Life would be happier if we could be born at the age of eighty and gradually approach eighteen. [Mark Twain]

Exercise 6.3

Prepositional and Infinitive Phrases

Directions: The purpose of this exercise is to help you distinguish between prepositional phrases with *to* and adverbial infinitive phrases, which also begin with *to*. Underline each *to* phrase; identify each as *prepositional* (prep) or *infinitive* (inf); then give its function in the sentence. The infinitive phrases in this exercise will be adverbial (adv); the prepositional phrases will be either adjectival (adj) or adverbial (adv). Remember that the difference between the two kinds of *to* phrases is the form of the word group that follows: Infinitive phrases are verb phrases; a noun phrase will follow the preposition *to* as its object.

Example: My roommate went to the store to get some snacks.

prep—adv inf—adv

1. To keep its audiences happy, the Art Theater changes its films every week.
2. Don't cut off your nose to spite your face.
3. Jacqueline transferred to a college in Michigan to be near her family.
4. She applied to the registrar to get on the transfer list.
5. To get a better view we climbed to the top of the monument.
6. The Sixth Amendment to the Constitution guarantees all citizens the right to a speedy and public trial.
7. We moved up three rows to get closer to the stage.
8. To get detailed directions for our trip to Mt. Hood, Lena logged on to the Internet.
9. Walter and Renee went to the computer show to check out the new laptops.
10. Do not use a hatchet to remove a fly from a friend's forehead.
[Chinese proverb]

Test Exercise 6.4

Identifying Adverbials

Directions: Underline all the adverbial structures in the following sentences, and identify the form of each: adverb (adv), noun (N) or noun phrase (NP), prepositional phrase (prep), infinitive phrase (inf), or dependent clause (cl). Remember that any adverbial that includes a verb (as clauses and infinitive phrases do) can also include other adverbials. [Answers are not given.]

Example:

When Hurricane Katrina struck New Orleans in 2005, many sections of the
city were completely wiped out.

1. Because carbohydrates are a primary source of energy, a diet that severely restricts their intake is nearly always ineffective.
2. Diane must take 19 credits to graduate this semester.
3. Most stores closed early last night because of the ice storm.
4. After two days of deliberation the jury finally announced its verdict.
5. When October comes, many summer residents head south to escape the rainy season.
6. If there are no objections, the committee will be adjourned until further notice.

7. Despite his extensive experience, the incumbent perspired heavily and looked uneasy in front of the TV cameras.
8. Local residents were surprised and ecstatic last season when the high school soccer team unexpectedly won the state championship.
9. Two shots rang out with a loud crack before the security guard could wrest the gun away from the would-be assassin.

Test Exercise 6.5

Identifying Form and Function

Directions: On the lines following the passage, identify each of the underlined words and word groups according to both its form and function. *Form* refers to word categories (noun, verb, preposition, determiner, etc.), names of phrases (prepositional phrase, noun phrase, infinitive phrase), and clauses (adverbial clause). *Function* refers to the specific role the word or word group plays in the sentence: subject, direct object, modifier of *drove*, etc. You'll find it helpful to picture the sentence on a diagram to figure out the function of the underlined element. [Answers are not given.]

Examples:

	<i>Form</i>	<i>Function</i>
He drove <u>his car</u> around the track.	<u>noun ph</u>	<u>direct object</u>
He drove the car <u>around the track</u> .	<u>prep ph</u>	<u>modifier of "drove"</u>

Born in Kingston, England, in 1830, Eadweard Muybridge immigrated to
California in the 1850s. He took up photography and quickly became one of the
1 2 3
first internationally known photographers. Between 1867 and 1872, he took more than 2,000
4
photographs, many of them views of the Yosemite Valley. Although he gained fame
5 6
for his landscape and architectural photos, Muybridge also designed a new camera
7 8
that could take a picture in one-thousandth of a second. To test his improvement, he set
9 10
up 24 cameras along a racetrack with trip wires to pull the shutters. With those cameras,
11 12
he took a series of pictures of a horse galloping, which showed for the first time that all
13 14
four of a horse's hooves will sometimes be off the ground at the same time.
15 16

	Form	Function
1.	<hr/>	<hr/>
2.	<hr/>	<hr/>
3.	<hr/>	<hr/>
4.	<hr/>	<hr/>
5.	<hr/>	<hr/>
6.	<hr/>	<hr/>
7.	<hr/>	<hr/>
8.	<hr/>	<hr/>
9.	<hr/>	<hr/>
10.	<hr/>	<hr/>
11.	<hr/>	<hr/>
12.	<hr/>	<hr/>
13.	<hr/>	<hr/>
14.	<hr/>	<hr/>
15.	<hr/>	<hr/>
16.	<hr/>	<hr/>

Chapter 9

Sentence Modifiers

As you learned in Chapter 9 of *Understanding English Grammar*, the term **sentence modifier** refers to any word or word group that modifies the sentence as a whole rather than a specific part of it. Many sentence modifiers are parenthetical. As **independent words and phrases**, they are nearly always set off by a comma when they appear at the opening or closing of the sentence and by two commas when they appear in the middle:

Luckily, I got a refund.

Rap music bores me, to tell the truth.

Shawn, on the other hand, loves it.

These parenthetical comments affect the pace of the sentence by slowing the reader down, by interrupting the main idea, or by shifting or focusing the reader's attention. The commas signal the reader that the word or phrase is an added comment, much like the nonrestrictive modifiers you saw in the discussion of adjectivals.

There are two other important classes of sentence modifiers. The **adverb clause** is connected to the main clause with a subordinating conjunction (such as *if*, *when*, *although*, *because*):

When I have time, I will return your call.

The **absolute phrase**—a noun headword with a postnoun modifier, usually a participle—adds a detail about the sentence as a whole:

His voice trembling, the valedictorian began his speech.

Exercise 9.1

Punctuating Sentence Modifiers

Directions: Add punctuation to the following sentences, if necessary.

1. As you may know our family likes to travel together in the summer.
2. On our trip out West we went to parts of the country that I had never seen before.
3. Much to my surprise the landscape was absolutely flat in eastern Montana.
4. I expected for some reason to see rolling hills there.
5. In western Montana on the other hand we were awed by the grandeur and beauty of the Rocky Mountains.
6. Glacier National Park for instance is simply stunning.
7. There was a terrific thunderstorm on our first night back home.
8. Luckily the storm did not cause a great deal of damage.
9. The power unfortunately was out for several hours.
10. By the way did you notice all the trashcans overturned on the sidewalk the next morning?
11. More wind and rain are on the way according to the latest weather report.
12. The weather in my opinion is getting more volatile every year.

Exercise 9.2

Using Subordinate Clauses

Directions: Turn the following complete sentences into subordinate clauses by (1) adding a subordinator in the opening position and (2) adding the resulting subordinate clause to another sentence as a modifier. You will have to supply the main clause. For a list of subordinating conjunctions, see page 281 in *Understanding English Grammar*, Ninth Edition.

Example:

The party ended at midnight.

Because the party ended at midnight, we got home earlier than we had expected.

or

If the party ended at midnight, why didn't you get home before 3:00 a.m.?

1. The weather turned hot and muggy.

2. I hit the gas pedal instead of the brake.

3. There was an explosion in the building across the street.

4. The Merced River flooded Yosemite National Park.

5. Steroid use among professional athletes has been in the news again.

6. The laws about food labeling have not curbed the consumption of saturated fats.

7. Several parental groups are calling for legislative action to stop Internet bullying.

8. The state of Nevada gets most of its revenue from the gambling industry.

9. The number of family farms in the United States continues to shrink with each passing year.

10. Fran can't decide whether to buy a hybrid or a motorcycle.

ELLIPTICAL CLAUSES

An **elliptical clause** is a clause from which a word or words have been omitted, often the subject and part of the verb:

While [he was] attending a play at Ford's Theater, President Lincoln was shot by John Wilkes Booth.

An elliptical clause will “dangle” when the omitted subject is different from the subject of the main clause:

Dangling: When beginning a job search, the university placement office can provide valuable advice.

To eliminate the problem of dangling, you can revise the main clause to make its subject match the implied subject of the elliptical clause:

When beginning a job search, a student can get valuable advice from the university placement office.

Another solution to the problem is to write out the clause completely:

When a student is beginning a job search, the university placement office can provide valuable advice.

Other problems with elliptical clauses are discussed in Chapter 9 of *Understanding English Grammar*.

Exercise 9.3

Recognizing and Revising Elliptical Clauses

Directions: Underline the elliptical clauses; then rewrite the sentences to eliminate their problems.

Example: When studying for a test, the first step is to psych out the teacher.

When you are studying for a test, the first step is to psych out the teacher.

1. Before painting a car, the area should be free of dust.

2. Many office managers value high achievers more than risk takers.

3. When properly fried, I like calamari rings.

4. Your application can't be approved until after checking your credit record.

5. If paid within ten days, you will receive a five percent discount.

6. The costumes in our show are much more colorful than their show.

7. While doing my laundry, someone sent me a text message.

8. Tsunamis are much more dangerous to seaside towns than ships on the open sea.

9. When attending a concert or lecture, cell phones and pagers should be turned off.

10. There was nothing to do while waiting for the rain to stop.

Exercise 9.4

Adding Absolute Phrases

A. Directions: Combine the following sentences by turning one of them into an absolute phrase. Remember that an absolute phrase is a noun phrase in form—a noun headword with a postnoun modifier. The modifier is often a participle or participial phrase, but can also be a prepositional phrase, an adjective phrase, or a noun phrase. The absolute will either focus on a detail of the whole or explain a cause or condition. It can either open or close the sentence.

Example: Our guests departed. We resumed our normal household routine.
Our guests having departed, we resumed our normal household routine.

1. A heavy snowfall blanketed the city. School was canceled and all athletic games were called off.

2. The speaker droned on and on. His voice cracked now and then.

3. The storm approached rapidly. The picnickers packed up and headed toward shelter.

4. Venus raced across the court. Her racquet was back and her eyes were fixed on the ball.

B. Directions: Add an absolute phrase as a modifier to each sentence.

Example:

The winning candidate moved to the center of the stage.

The winning candidate moved to the center of the stage, her hands clasped triumphantly above her head.

1. The desert looked beautiful in the moonlight.

2. The dessert looked sinfully delicious.

3. Snoopy lounged on the roof of his doghouse.

4. The rain beat against the windshield.

5. The committee members began to argue among themselves.

*Test Exercise 9.5***Identifying Form and Function**

Directions: On the lines following each sentence, identify the underlined items according to both form and function. Remember that *form* refers to word categories (noun, verb, preposition, expletive, etc.), names of phrases (prepositional phrase, noun phrase, gerund phrase, infinitive phrase, participial phrase, etc.), and clauses (nominal clause, adverbial clause, relative clause, subordinate clause). *Function* refers to the specific role the word or word group plays in the sentence: subject, direct object, appositive, modifier of *play*, sentence modifier, etc. [Answers are not given.]

	Form	Function
1. Did you see that last play, <u>Cindy</u> ?	_____	_____
2. <u>Clearly</u> , the wrong player was called for the foul.	_____	_____
3. The fans considered that call <u>a real blunder</u> .	_____	_____
4. The fans hoped <u>that the referee would change his mind</u> .	_____	_____
5. Getting a referee to admit a mistake is <u>impossible</u> .	_____	_____
6. <u>Getting a referee to admit a mistake is impossible</u> .	_____	_____
7. <u>Their voices shaking the rafters, the fans made a real difference</u> in that game.	_____	_____

- | | | | |
|-----|--|-------|-------|
| 8. | If we had won the game, we
might have won the
<u>league</u> championship. | _____ | _____ |
| 9. | If we had won the game, we
might have won the
league championship. | _____ | _____ |
| 10. | <u>Ironically</u> , losing that game
made the team want to play harder. | _____ | _____ |
| 11. | <u>Feeling cheated by the officials,</u>
the fans pledged to redouble
their support. | _____ | _____ |
| 12. | They threw a party after the game
<u>to forget their disappointment.</u> | _____ | _____ |

Chapter 10

Coordination

In the preceding chapters we have looked at various ways of expanding sentences by adding modifiers to nouns, to verbs, and to the sentence itself. In this chapter we will look at another kind of sentence expansion: **coordination**. To coordinate words, phrases, and clauses, we use three kinds of connectors:

1. Coordinating conjunctions: *and, or, but, yet, for*
2. Correlative conjunctions: *both-and, either-or, neither-nor, not only-but also*.
3. Conjunctive adverbs: *however, therefore, moreover, nevertheless, so, yet, etc.*

Understanding the various kinds of conjunctions will help you use compound elements effectively.

Exercise 10.1

Adding Coordinate Elements

Directions: Revise each of the following sentences by turning the underlined item into a compound, using the coordinating or correlative conjunction shown in parentheses.

Example:

The students studied until 3:00 a.m. (and)

The students studied and partied until 3:00 a.m.

1. The children played on the porch all afternoon. (and)

2. I will work on my math assignment tomorrow. (either-or)

3. Pam changed the oil before leaving for spring break. (and)
-
-
4. Our teacher looked cheerful in class this morning. (yet)
-
-
5. Our visitors this weekend were unexpected. (but)
-
-
6. I can go with you to the police station. (and)
-
-
7. John can speak Spanish like a native. (both-and)
-
-
8. Juan can speak English like a native. (not only-but also)
-
-
9. My roommates are going to San Diego for spring break. (either-or)
-
-
10. I've decided that majoring in math was a mistake. (and)
-
-

PARALLEL STRUCTURE

As you read in Chapter 10 of *Understanding English Grammar*, an important consideration for coordinate elements is that they be parallel. A sentence is parallel when all of the coordinate parts are of the same grammatical form. The conjunctions must join grammatical equivalents, such as pairs of noun phrases or verb phrases or adjectives:

<i>Noun phrases:</i>	The university plans to build <u>a new library</u> and <u>three residence halls</u> .
<i>Verb phrases:</i>	They will also <u>remodel the administration building</u> and <u>repair the tennis courts</u> .
<i>Adverbs:</i>	<u>Swiftly</u> yet <u>gracefully</u> , Michele skated across the ice.
<i>Prepositional phrases:</i>	The line stretches <u>down the hall</u> and <u>out the front door</u> .
<i>Nominal clauses:</i>	I don't care <u>who you are</u> or <u>what you want</u> .

If you followed the instructions in Exercise 10.1, your coordinate elements should have turned out to be parallel.

Unparallel parts occur most commonly with the **correlatives**, the two-part conjunctions like *either-or* and *neither-nor*:

*For Kim's birthday present, I'll either buy a CD or a video.

It's easy to see the problem: The word group following *either* is a verb phrase; the one following *or* is a noun phrase. It's easy to correct the problem too. Just shift one part of the correlative pair so that both introduce the same kind of phrase:

I'll buy either *a CD* or *a video*. [noun phrases]

I'll either *buy a CD* or *rent a video*. [verb phrases]

Exercise 10.2

Identifying Correlatives

Directions: Underline the correlative conjunctions in each sentence, and below the sentence identify the grammatical elements that are connected.

Examples:

Elephants are found both in Africa and in Asia.

prepositional phrases

The African elephant is neither the largest nor the heaviest mammal in the world.

adjectives

1. Either you leave or I will call the police.
2. I have neither the time nor the energy for your trivial complaints.
3. People both admire tigers as beautiful animals and fear them as man-eaters.
4. Many species of animals spend most of their time either eating or sleeping.
5. This position requires not only specialized knowledge but also the ability to handle people tactfully.
6. He was either ignorant of the policy or unaware of its relevance to his job description.
7. While in his nineties, Bertrand Russell spoke both vigorously and eloquently against the development of nuclear weapons.
8. Neither what you say nor how you say it will affect my judgment.

Exercise 10.3**Revising for Parallel Structure**

Directions: Rewrite the following sentences, paying particular attention to the unparallel coordinate elements.

Example:

My uncle's doctor told him to quit smoking and that he should start to exercise regularly.

My uncle's doctor told him to quit smoking and to start exercising regularly.

1. The community will always value her contributions, admire her fortitude, and we wish the best for her.

2. You can take either the written examination or ask for a personal interview.

3. The drug company wants test subjects with allergies but who are not smokers.

4. She had a strong desire to study literature and for becoming a medical technician.

5. Both hearing the judge's tone of voice and the look on his face made me nervous.

6. What you do with your money and the way you spend your time are of no concern to me.

7. You can either leave the car in the driveway or it can go in the garage.

8. I heard on the news that the police have not only arrested a suspect in the robbery but he has confessed.

9. Progressive education aims to teach students to be open-minded, thinking with logic, know how to make wise choices, having self-discipline and self-control.

10. The final step involves making a ninety-degree kick turn and then start the pattern over from the beginning.

PUNCTUATION OF COORDINATE ELEMENTS

One of the positive outcomes of understanding grammar—especially the grammar of coordination—is the understanding of punctuation that comes with it. As you learned in Chapter 10 of *Understanding English Grammar*, there is an important difference between the punctuation of a compound sentence and a compound element within the sentence. When *and* joins a compound within the sentence, we use no comma:

The mayor claims that the streets are clean and that they are safe.

Between sentences, however, we do use a comma with *and* when we join complete sentences:

She also claims that the crime rate is low, and the latest figures support her claim.

Another possibility for joining the compound sentence is the semicolon, which we frequently use when a conjunctive adverb joins the two sentences:

Violent crimes have decreased by 15 percent; however, burglary and auto theft are still on the rise.

We should note two additional punctuation conventions regarding compounding within the sentence:

1. When *but* is the conjunction, a comma is often called for to denote the contrast, or disjunction:

The police have cracked down on crimes against people, but not on crimes against property.

2. In a series of three or more items, commas are called for between the parts:

Crimes against people include murder, rape, robbery, and aggravated assault.

(Some writers regularly omit that last comma, the one before the *and* in a series.)

Exercise 10.4

Punctuating Coordinate Structures

Directions: Add punctuation to the following sentences—if needed.

1. I took piano lessons for several years as a child but I never did like to practice.
2. When I started college I surprised both my mother and my former piano teacher by signing up for lessons and now I practice every spare minute I can find.
3. My hands are small however I have exercised my fingers and now have managed to stretch an octave.
4. My fingers are terribly uncoordinated but every week the exercises and scales get easier to play.
5. I was really embarrassed the first few times I practiced on the old upright in our dorm lounge but now I don't mind the weird looks I get from people.
6. Some of my friends even hum along or tap their feet to help me keep time.
7. I have met three residents on my floor who are really good pianists they've been very helpful to me when I've asked them for advice.
8. (no punctuation)
9. I'm so glad that Bach, Haydn, and Schumann composed music simple enough for beginners.
10. I'm looking forward to seeing the look on my mother's face when I go home at the end of the term and play some of my lessons from *The Little Bach Book* she will be amazed.

VERB AGREEMENT WITH COMPOUND SUBJECTS

A compound subject includes two nouns (or nominals) that equally share the action or state implied in the verb of a sentence, and thus the verb of the sentence agrees with a *plural* subject:

A questionnaire and an interview are necessary to collect accurate data for our study.

Both Antonio and Christina make a strong impression on the dance floor.

If the subjects are connected with *or*, *either/or*, or *neither-nor*, the verb should agree with the subject closer to it:

Either interviews or a questionnaire is necessary to collect accurate data.

A questionnaire or interviews are necessary to collect accurate data.

Neither interviews nor a questionnaire is adequate to collect complete data.

In these cases, you can switch the order of the subjects for the most natural-sounding sentence:

Neither a questionnaire nor interviews are adequate to collect complete data.

Some sentences appear to have compound subjects but do not. In these cases, parenthetical additions are made to the subject, connected with words like *as well as*, *in addition to*, *accompanied by*, and *along with*. These additions are not considered subjects, so the verb should agree with the grammatical subject:

The tango, in addition to the bolero, is unusually slow for a Latin dance.

The leader, along with her teammates, makes the difference between an efficient job and a sloppy one.

Questionnaires, as well as a general interview, need to be administered to each participant in the study.

Test Exercise 10.5

Making Verbs Agree with Tricky Compounds

A. Directions: Circle the verb that agrees with the subject of each sentence below. [Answers are not given.]

1. Either local storms or a mechanical glitch *prevent/prevents* our plane's takeoff at this time.
2. Both apple pie and chocolate cake *is/are* too casual and filling as desserts after an elegant meal.
3. The presentation of the food, as well as the flavor, *is/are* judged in the entries to Top Chef's cooking contest.
4. Late arrival and long lines *make/makes* for a hectic airport experience.
5. Either homemade sorbet or gourmet chocolates *serves/serve* as fine desserts after an elegant meal.
6. Antonio, along with his partner Lisa, *impress/impresses* the audience with a sexy Argentine tango.
7. Here *come/comes* the defendant and his attorney.
8. At a dinner party, talking too much or talking too little *indicate/indicates* lack of social comfort.
9. Her recently published novel, together with the short stories she wrote when she was much younger, firmly *establish/establishes* her literary reputation.

B. Directions: The following sentences are grammatically correct but may sound awkward or incorrect to some readers because of the verb form. Rewrite each sentence to make it sound more acceptable.

1. Neither the players nor their coach believes the team will win the next game.

2. His wit, as well as his excellent grasp of the facts, makes him a sharp interviewer.

3. There are an indigo bunting and two goldfinches at the bird feeder.

Chapter 7

Modifiers of the Noun: Adjectivals

The **noun phrase** is the most common word group in English, having many roles to play and many slots to fill in our sentences. In fact, the sentence you just read contains six:

the noun phrase	many roles to play
the most common word group in English	many slots to fill
English	our sentences

You may not have counted the single word *English* as a noun phrase, but, as you learned in Chapter 2 of *Understanding English Grammar*, some noun phrases do consist of only the headword.

This chapter, which covers adjectivals, or noun modifiers, is actually about noun phrases. It describes the noun **headword**—the common element in all noun phrases—along with all of the modifiers that fill the slots before and after the headword.

THE DETERMINER

The opening slot of the noun phrase is filled by a **determiner**, the most common of which are the **articles**, *a(n)* and *the*. The possessives are another important group of determiners: **possessive pronouns** (*my, his, her, its, their, your*), **possessive nouns** (*Pam's*), and **possessive noun phrases** (*the neighbors' yard, my little sister's bicycle*). Two other classes of pronouns can also function as determiners: the **indefinite pronouns** (*several, many, etc.*) and the four demonstrative pronouns (*this, that, these, and those*). Numbers also act as determiners. The five determiners in the opening sentence of this chapter include two uses of the definite article (*the*), two uses of an indefinite pronoun (*many*), and a possessive pronoun (*our*).

The determiner, then, signals the beginning of a noun phrase. In the first exercise you will review determiners and headwords. Next you will study the system of modifiers that fill the slots before and after the headword.

Identifying Determiners and Noun Phrases

Directions. In the following sentences, circle the headword of each noun phrase; underline the determiner, if there is one, and label its word class.

Example:

The bookstore on the corner is holding its big sale this week.

1. In my opinion, the candidate's rash remarks have raised serious questions for many voters.
2. Several students dropped out of my botany class after the midterm exam.
3. Our exams in that class would have challenged Luther Burbank.
4. Many winners of this year's Oscars were complete surprises.
5. Few substitute teachers in the public schools can serve a full year without any problems.
6. My cousin's second husband came from Ireland.
7. Their oldest son works in his uncle's office in Dublin.
8. The hockey team scored three goals in the first period of last night's game.
9. Our team will probably win the division championship this year.
10. Clarice made these beautiful quilts out of scraps from her family's old clothes.

THE PREPOSITIONAL PHRASE

As you know from Chapter 6, one of the most common adverbial word groups is the prepositional phrase. It is also a common adjectival word group. Sometimes it's tricky to figure out which function a prepositional phrase is performing. For example, consider the following sentence:

They discussed their problem with the teacher.

Without more information, we don't know if the prepositional phrase modifies *discussed* or *problem*. In this case the sentence is ambiguous.

One important difference between the two functions is the movability of the adverbial and the nonmovability of the adjectival: An adjectival prepositional phrase is always there in the noun phrase, most of the time directly following the noun headword (sometimes in the subject complement slot). But most adverbial prepositional phrases are movable: Many can either begin or end the sentence without a change in meaning. In this example:

We went to the Fiesta Bowl on New Year's Day,

the closing prepositional phrase could open the sentence with no change in meaning:

On New Year's Day we went to the Fiesta Bowl.

That movability indicates that the prepositional phrase is adverbial; it is not a modifier of *Fiesta Bowl*. In the case of adverbials, we also have meaning to help us. When the phrase tells *when*, as in our example, its purpose is clearly adverbial.

An adjectival phrase, however, will identify the noun it modifies, telling *which one*:

Their problem with the teacher is serious.

Which problem? The one with the teacher.

Remember, too, that an adjectival phrase can be embedded in an adverbial phrase—that is, an adjectival phrase can modify the object of an adverbial phrase:

He is enrolled in a program for music majors.

adj

adv

Directions: Underline the prepositional phrases in the following sentences and identify them as either adjectival (adj) or adverbial (adv). Then, on separate paper, diagram the sentences.

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THE ADJECTIVAL CLAUSE

The **adjectival**, or **relative**, **clause** occupies the last slot in the noun phrase. Often, of course, the clause is the only postheadword modifier; but in those sentences where there are others, the clause will be the last in line:

The people in line who are buying tickets for the concert will probably have to wait for several hours.

As you learned in Chapter 7 of *Understanding English Grammar*, adjectival clauses are introduced by **relative pronouns** or **relative adverbs**. For the most part, those relatives are the same words that in Chapter 3 you learned to identify as interrogatives. When they introduce adjectival clauses, words such as *who* and *which* and *why* and *where* are not asking questions or suggesting them; they are relating a clause to a noun as a modifier:

My biology professor, who does research on frogs, worries because some species are becoming extinct.

The relative pronoun renames the noun headword; that is, the noun being modified is the antecedent of the relative pronoun. In the preceding example, the antecedent of *who* is “my biology professor.” Relative adverbs introduce clauses that modify certain kinds of nouns: *where* clauses modify nouns of place (such as *town*); *when* clauses modify nouns of time; *why* clauses modify the noun *reason*.

The town where I was born goes to sleep at 8:00 p.m.

One of the most common of the relative clause introducers is the relative pronoun *that*:

The flavor that I prefer is pistachio nut.

Relative pronouns always perform a grammatical function in the clauses they introduce. In the earlier *who* clause, *who* is the subject; in the *that* clause, *that* is the direct object.

That can also serve as the subject of its clause:

The flavor that sells best is vanilla.

When *that* is the direct object in its clause, it may be dropped:

The flavor I prefer is pistachio nut.

You can still recognize the clause because it has a subject and verb: *I prefer*.

PUNCTUATING ADJECTIVAL CLAUSES

The way an adjectival clause relates to the noun it modifies determines the punctuation. An adjectival clause that is not required for identifying, or defining, the noun is set off with commas:

Hawthorne Road, which runs past our house, is being repaved.

Julia Losa, who lives at the end of Hawthorne Road, won the lottery.

The clauses—*which runs past our house* and *who lives at the end of Hawthorne Road*—give extra information that is not needed to define Hawthorne Road or Julia Losa; they simply comment on the nouns they modify.

An adjectival clause that is needed to identify the noun it modifies is not set off with commas:

The road that runs past our house is being repaved.

The woman who lives at the end of Hawthorne Road won the lottery.

The clauses—*that runs past our house* and *who lives at the end of Hawthorne Road*—supply the information that is necessary to identify “the road” and “the woman.” In other words, they identify the referents of the nouns they modify. If these clauses were removed, the reader would no longer know which road is being repaved or which woman won the lottery. Such necessary clauses are written without commas.

*Exercise 7.3***Identifying and Punctuating Adjectival Clauses**

Directions: In the following sentences, underline the adjectival (relative) clauses. Put in commas if they are needed.

Example:

Pasta, which consists of flour and water and often eggs, probably originated in the Middle East in the fifth century.

1. The dried noodle-like product the Arabs introduced to Sicily in the eighth century is most likely the origin of dried pasta.
2. The best pasta is made with semolina flour which comes from hard durum wheat.
3. Italians traditionally cook their pasta *al dente* which is Italian for “to the tooth” and means “not too soft.”
4. In other countries dry pasta is frequently made from common types of flour, such as farina which yields a softer product and cannot be cooked *al dente*.
5. The many ingredients that are added to pasta dough include cheese, spices, and even squid ink.
6. There was a time when all pasta was hand-rolled.
7. Today pasta is more commonly made with special machines, such as extrusion tools that force ingredients through holes in a copper plate.
8. Lamination tools squeeze ingredients through rollers into sheets of a particular thickness which are not cut by slitters.

9. Dried pastas which often have ridges or bumps are designed to grab and hold sauces.
10. American colonists first imported pasta from the English who had discovered it on their travels to Italy.
11. Italians eat over sixty pounds of pasta per person, per year, easily beating Americans who eat about twenty pounds per person annually.
12. The pasta dishes Americans eat most are spaghetti, macaroni, and ravioli.

For discussion: Look at the way you punctuated the *that* and *which* clauses. Is there a difference? Can you state a general rule that may apply?

THE PARTICIPIAL PHRASE

Another postheadword slot in the noun phrase is the **participial phrase**, an *-ing* or *-en* verb with all of its complements and modifiers. Unlike the adjectival prepositional phrase, the participial phrase is sometimes movable. We can think of the slot following the headword as the “home base” of the participial phrase, but when the participle modifies the subject, it can also open or close the sentence.

The Boy Scouts, *carrying all their supplies on their backs*, finally reached their campsite on the mountaintop.

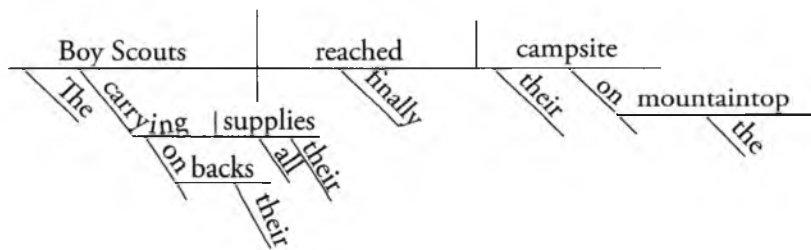
Carrying all their supplies on their backs, the Boy Scouts finally reached their campsite on the mountaintop.

The Boy Scouts finally reached their campsite on the mountaintop, *carrying all their supplies on their backs*.

The important feature to notice is that the noun being modified—in this case “Boy Scouts”—is the subject of the participle. A participle modifies its own subject. As you read in Chapter 7 of *Understanding English Grammar*, the participial phrase is, essentially, a reduced adjectival clause:

The Boy Scouts, ~~who were~~ carrying all their supplies on their backs, finally....

We should note too that the diagram of the sentence always shows the participle attached to its subject as part of the noun phrase. In the case of this sentence, all three versions will be diagrammed the same:



Note: In the diagram of the second version, “Carrying” will be capitalized.

Exercise 7.4

Practicing with Participles

Directions: Rewrite each of the following pairs of sentences as a single sentence, turning one of the two predicates into a participial phrase. Items 9 and 10 have three sentences; turn two of them into participial phrases. Remember that you have a choice in placing the participle. And in some cases you also have a choice as to which sentence will be the main clause and which one the participle.

Example:

The sailboat glided across the bay.

The sailboat looked majestic.

Rewrites: The sailboat gliding across the bay looked majestic.

or

Looking majestic, the sailboat glided across the bay.

or

Gliding across the bay, the sailboat looked majestic.

(Note: In some cases you may have to change the auxiliaries.)

1. The wind blew hard from the east.

The wind damaged the maple trees in our front yard.

2. Ms. Ruggles was angered by the impertinence of the headwaiter.

Ms. Ruggles turned and stalked out of the restaurant.

3. The shortstop leaped high in the air.
The shortstop speared the line drive that would have won the game.

4. *The Scarlet Letter* was written in 1850.
It tells the story of Hester Prynne.

5. Hester was shunned by the community.
She bravely endured her shame and loneliness.

6. A man was standing in the hotel window.
Nobody could identify the man.

7. The two boys were fascinated by the skills of the weaver.
The two boys sat and watched the weaver's flying fingers for hours.

8. Barrow, Alaska, is located on the Arctic Circle.
It is closer to the North Pole than to any other U.S. city.

9. Jean squinted hard at the note.
Jean read the note in the dim light.
The light came through the dirty window.

10. The dog heard the far-off thunder.
He crept under the couch.
He lay shivering with fright.

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7. Coal miners in West Virginia rejected two sections of the contract offered by management last week.
8. Progress is made by lazy people looking for an easier way to do things.
[Robert Heinlein]
9. He has all the virtues I dislike and none of the vices I admire.
[Winston Churchill]
10. The 132 islands in the Hawaiian chain, which reaches across 1,600 miles of ocean, are actually the tops of volcanic mountains that erupted 25 million years ago.
11. The athletes with the best chance to win are the ones who make the strongest commitment to hard work.

Now diagram these sentences on separate paper. In preparation for that job, draw lines to show the boundaries of the sentence slots and identify the sentence patterns.

DANGLING AND MISPLACED MODIFIERS

Readers assume that introductory participial and infinitive phrases will have the same subject as the subject of the main sentence. If that is not the case, the modifier “dangles”:

Staring in disbelief, the car jumped the curb and crashed into a mailbox.

[Who was staring? Not the car.]

You can usually revise dangling modifiers in one of two ways:

Staring in disbelief, I watched the car jump the curb and crash into a mailbox.

As I stared in disbelief, the car jumped the curb and crashed into a mailbox.

You can also ensure the correct interpretation of your sentences by paying close attention to where you place modifiers. A carelessly placed modifier can distort the meaning of a sentence:

DARE is sponsoring a series on drugs for local college students.

DARE does not want to acquaint college students with drugs to use. The meaning is clearer this way:

DARE is sponsoring a series for local college students on the dangers of drug use.

Putting the adjectival phrase next to the noun series illustrates the general rule about where to place a modifier: **as close as possible to the word it modifies.**

Exercise 7.6

Revising Dangling and Misplaced Modifiers

A. Directions: Rewrite the following sentences to eliminate any dangling modifiers. Some sentences can be revised in more than one way.

1. Growing up poor in rural Kansas, summers always meant extra chores, a day job, and little time for a vacation.
2. To fix the problems with the draft of your essay, a trip to the writing center is recommended.

3. Excited by the pounding music, there was nothing to do but join the crowd on the dance floor.
4. Not completely finished with the test, the proctor told the students to put their pencils down anyway.
5. Outdated and unworkable, the coaches decided to revise the team's code of conduct.
6. Looking at the data closely, many irregularities were found.

B. Directions: Rewrite the following sentences to eliminate problems with modifier placement.

1. In our neighborhood all dogs must be accompanied by an adult on a leash.
2. A Reno man encountered a range cow on the road, traveling by auto with his wife.
3. Abraham Lincoln wrote the Gettysburg Address while traveling from Washington to Gettysburg on the back of an envelope.
4. At the end of the party, the hostess gave balloons to all the children in the shape of fantastic animals.
5. A memorial service will be held next Wednesday evening for Maud Hawkins, who died last week, at the request of her family.
6. We noticed lots of litter and trash walking down Main Street.

*Test Exercise 7.7***Form and Function**

Directions: On the lines following the passage, identify each of the underlined elements according to both its form and its function. Remember that *form* refers to word categories (noun, verb, preposition, etc.), names of phrases (prepositional phrase, noun phrase, infinitive phrase, participial phrase, etc.), and clauses (adverbial clause, adjectival [relative] clause). *Function* refers to the specific role the word or word group plays in the sentence: subject, direct object, modifier, etc. You'll find it helpful to picture the sentence on a diagram to figure out the function of the underlined item. [Answers are not given.]

The Navajo Code Talkers took part in every assault that the U. S. Marines
1
conducted in World War II. They transmitted messages by telephone and radio in their
2
native language—a code the Japanese never broke. Navajo answered the military
3 4
requirement for an undecipherable code because it had never been written down,
5
making it unintelligible without Navajo help. In 1942, twenty-nine Navajos were
6
recruited to create the code. They developed a dictionary of words for military terms,
7 8
which they memorized during training. When a Code Talker completed training, he was
9 10
sent to a Marine unit deployed in the Pacific theater. The original group became an elite
11
corps of 425 Navajo Code Talkers. Navajo remained potentially valuable even after the
12 13
war. In 1968 America finally learned of the extraordinary contribution that a handful of
14
Native Americans had made to the war effort.
15

	Form	Function
1.	<hr/>	<hr/>
2.	<hr/>	<hr/>
3.	<hr/>	<hr/>
4.	<hr/>	<hr/>
5.	<hr/>	<hr/>
6.	<hr/>	<hr/>
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9.	<hr/>	<hr/>
10.	<hr/>	<hr/>
11.	<hr/>	<hr/>
12.	<hr/>	<hr/>
13.	<hr/>	<hr/>
14.	<hr/>	<hr/>
15.	<hr/>	<hr/>

Chapter 8

The Noun Phrase Slots: Nominals

In Chapter 8 of *Understanding English Grammar* you learned the word *nominal*, the term that refers to the functions that noun phrases carry out. As you know, there are many specific nominal functions: Subject, subject complement, direct object, indirect object, and object complement are the NP slots in the sentence-pattern formulas. Another common nominal function is that of object of the preposition. The word *nominal*, then, is the general term for the function; these other words—subject, direct object, and so on—name the specific nominal functions.

The most common unit, or form, that functions as a nominal, as you know, is the noun phrase (NP). Except for pronouns, all of the nominals in previous exercises in this book have been noun phrases. The first exercise in this chapter will help you to review both the form and functions of NPs.

Exercise 8.1

Composing and Using Noun Phrases

Directions: Generate noun phrases that conform to the following patterns; then for each NP write a sentence in which you use it as directed.

Example: det + adj + N + prep phrase (use as object of a preposition)

my new friend from Des Moines

I talked to my new friend from Des Moines.

1. det + n + N + prep phrase (use as subject)

2. det + adj + N + part phrase (use as direct object)

3. det + N + part phrase (use as subject complement)

4. det + N + part phrase + clause (use as subject)

5. det + adj + N + clause (use as indirect object)

6. det + adj + n + N (use as direct object)

7. det + N + part phrase (use as object of preposition)

8. det + N + clause (use as object complement)

9. det + part + N + prep phrase (use as subject complement)

APPOSITIVES

Another specific nominal function is the appositive, a structure that adds information by renaming another nominal. Usually a noun phrase in form, an appositive can be thought of as a nominal companion, with features of both a nominal and an adjectival. It renames another noun phrase or other nominal and can often substitute for that nominal, but as part of an NP, it adds information as adjectivals do.

My large car, an eight-cylinder model, uses a lot of gas.

My sister's car, a Japanese import, is inexpensive to drive.

Here the appositives give more details about the noun *car*.

Sometimes an appositive that renames the subject can be placed at the beginning of a sentence:

A Japanese import, my sister's car is inexpensive to drive.

Exercise 8.2

Using Appositives

Directions: In this exercise you will practice adding appositives to one of the noun phrase slots by combining sentences. In each of the following sets of sentences, the second adds a detail about one of the noun phrases in the first. Your job is to turn that detail into an appositive. Write your answers on the lines provided or on separate paper. [Note that in Sentence 10 there are two details to turn into appositives.]

Example: Aunt Rachel loves her job. She's a butcher at Safeway.
Rewrite: Aunt Rachel, a butcher at Safeway, loves her job.

1. Representative Henry Waxman chairs the House Committee on Oversight and Government Reform. Waxman is a Democrat from California.

2. The deepest part of the ocean is located in the Western Pacific near the island of Guam. It is the Marianas Trench.

3. Richard Jordan Gatling invented the world's first successful machine gun. He was a self-taught inventor from Indiana.

4. His weapon could mow down rows of soldiers like so many stalks of wheat. It was called the Gatling gun.

5. Gatling refused to sell his gun to the Confederacy. He was the son of a slaveholder.

6. Chinua Achebe has been called "the patriarch of the African novel." He is a Nigerian novelist.

7. Achebe's masterpiece is one of the first works of fiction to present village life from an African perspective. It's entitled *Things Fall Apart*.

8. My brother's name is Rafael. He is a terrific soccer player.

9. You lack the one ability needed for this job. That is a commitment to the task at hand.

10. Duncan Hines began his career by writing *Adventures in Good Eating*. He was one of America's most successful food manufacturers. His book was a traveler's guide to America's best restaurants.

FORMS OF NOMINALS

In Chapter 8 of *Understanding English Grammar* you saw that forms other than noun phrases can still fill the nominal slots. These include verb phrases and clauses.

Riding a bicycle is terrific exercise.

Mike is planning to buy a new bike.

I wonder who owns this mountain bike.

In the first example an *-ing* verb phrase, a **gerund phrase**, fills the subject slot; in the second an **infinitive phrase** occupies the direct object position; and in the third a **nominal clause** is the direct object.

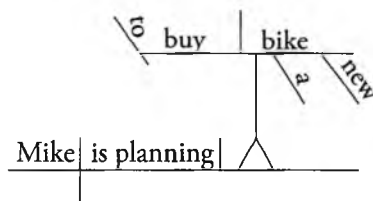
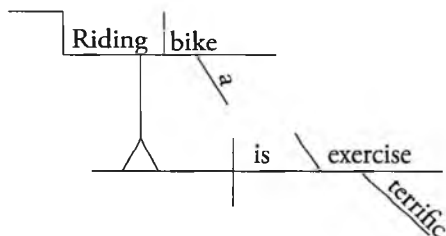
NOMINAL VERB PHRASES

Nominal verb phrases come in two forms, the gerund and the infinitive, as illustrated by the earlier examples:

Riding a bike is terrific exercise. [gerund]

Mike is planning to buy a new bike. [infinitive]

The diagrams will help you recognize both of the verb phrases—*riding a bike* and *to buy a new bike*—as Pattern VII:



Here are some further examples of gerund phrases and infinitive phrases that fill the subject or direct object slots in sentences:

subject: Missing that turn on the highway has made us late.

To get home by midnight will now be impossible.

direct object: I wanted to lose thirty pounds.

I tried skipping every other meal.

But we can also use these verb phrases in other nominal slots:

subject complement: Our toughest job is finding qualified candidates.

Our plan is to advertise in the school newspaper.

object of a preposition: He cannot discipline the children without losing his temper.

Nominal verb phrases that fill the subject slot can often be shifted to the end of the sentence by substituting the pronoun *it*, called the *anticipatory it*, for the subject.

It will now be impossible to get home by midnight.

It is difficult finding a good job in this economy.

These delayed subjects usually occur when the main verb in the sentence is a form of *be*.

Although gerunds and infinitives function as nouns, they retain their internal structure as verb phrases. That means they may include objects and complements and adverbial modifiers. In the sentences above, “that turn on the highway,” “thirty pounds,” “every other meal,” “qualified candidates,” “his temper,” and “a good job in this economy” are NPs that fill the direct object slots within the nominal verb phrases; and “home,” “by midnight,” and “in the school newspaper” are adverbial phrases that modify the gerund or infinitive.

Exercise 8.3

Identifying and Using Nominal Verb Phrases

A. Directions: Underline the nominal verb phrases—both gerunds and infinitives—in the following sentences. Identify the function of each nominal verb phrase.

Example:

Your best option is to tell the truth.

infinitive; subject complement

1. Leaving the scene of the accident was probably not such a good idea.
2. My hardest task in the morning is finding my car keys.
3. Margaret Sanger's decision to open a birth control clinic was highly controversial.
4. To search for the causes of declining test scores would be an exercise in conjecture.
5. The two most important requirements for major success are being in the right place at the right time and doing something about it. [Ray Kroc]
6. A good way to save money would be to sell your car.
7. The control of acid rain is a crucial step in protecting our lakes and rivers.

8. It was depressing to be in the hospital during the holidays.
9. Several of my friends offered to lend me the money for tuition.
10. Sensing the crowd's uneasiness, the speaker began by telling a few jokes.

B. Directions: Combine the following sentences by reducing one of them to a nominal verb phrase, either a gerund or an infinitive.

Example: We moved the lawn for the neighbors. That was a good idea.
Combined: Mowing the lawn for the neighbors was a good idea.

1. Jog for thirty minutes every day. This will help you control your weight.
2. Don't leave the concert before Marla's solo. That would be rude.
3. Two witnesses made a report. They saw the suspect near the entrance of the bank.
4. We completed our projects. Our writing teacher helped us.
5. Ms. Graham made a choice. She welcomed the new investor into the company.

Understanding *To*-Phrases

Underline each *to*-phrase in the following sentences and label each as pp (prepositional phrase), nom (nominal infinitive), or adv (adverbial infinitive). Your instructor may also ask you to diagram these sentences.

We went to the computer show to check out the new war games.

pp

adv

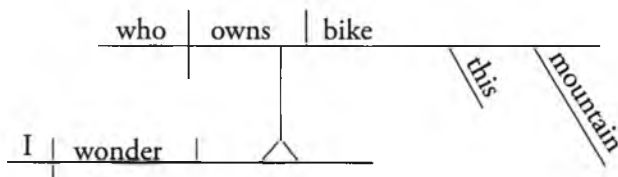
1. Did you remember to check the connection to the Ethernet port?
2. My ambition is to win a scholarship to clown school.
3. Fate tried to conceal him by naming him Smith. [Oliver Wendell Holmes]
4. To be without some of the things you want is an indispensable part of happiness. [Bertrand Russell]
5. Janelle is trying hard to ignore the rude remarks that her coach makes to her.
6. Some people go to great lengths to hide their fears.

7. A man must take a lot of punishment to write a really funny book.
[Ernest Hemingway]
8. The greatest thing in family life is to take a hint when a hint is intended.
[Robert Frost]
9. It is almost impossible to provide a definitive answer to your question.
10. You should consult an accountant to figure out the best way to secure a refund.

NOMINAL CLAUSES

Clauses that occupy nominal slots have all the qualities of sentence patterns: a subject, a predicated verb, and any required slots following the verb, as well as optional elements. The only difference between these clauses and the sentences we have studied so far is that these are not independent clauses: They are part of another sentence. But, like sentences, they can also be classified according to their sentence patterns.

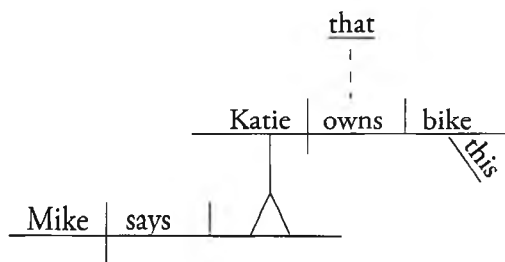
Nominal clauses are introduced by **interrogatives** and **expletives**. In the following example, the clause is introduced by the interrogative *who*, which fills the subject slot in its own clause:



The interrogative always plays a role in the clause it introduces, but no matter what that role is, the interrogative introduces the clause:

I wonder what brand this bike is.

Nominal clauses are also introduced by the expletives *that*, *if*, *whether*, and *whether or not*. An expletive plays no part in its own clause, as the following diagram shows:



Like nominal verb phrases, nominal clauses in the subject slot can be shifted to the end of the sentence by using the *anticipatory it*:

It seems obvious that you are not listening to me.

Exercise 8.5

Identifying and Diagramming Nominal Clauses

Directions: Each of the following sentences includes a clause in a nominal position. Underline the clause; identify its function in the sentence; then identify the pattern of the nominal clause. On separate paper, diagram the sentences in this exercise.

Example: Do you know where the children are?
direct object—Pattern I

(Note that while this nominal clause is Pattern I, the main clause is Pattern VII.)

1. I forgot where I left my car keys.

2. Have you decided which movies we should see?

3. The best thing about the future is that it starts tomorrow.

4. His suspicion that someone was following him was a paranoid delusion.

5. I clearly remember I heard that song for the first time in Italy.

6. What the world needs is more love and less paperwork. [Pearl Bailey]

7. The students are wondering if the test will be easy.

8. What we call progress is the exchange of one nuisance for another. [Havelock Ellis]

EMBEDDING

Like prepositional phrases, nominal clauses and verb phrases demonstrate the recursiveness of the language—the embedding of one nominal structure in another: nominal clauses, gerund phrases, and infinitive phrases can all be embedded in various ways. This kind of sentence building is a common and natural process, as the following exercise will illustrate.

*Exercise 8.6***Identifying Embedded Nominals**

A. Directions: On the line below each of the following sentences identify the form of the underlined embedded nominal—nominal clause, gerund phrase, infinitive phrase. Then name the function that the nominal performs within the structure in which it is embedded.

Example: I imagine that commuting a hundred miles to work every day becomes tiresome.
gerund phrase; subject of nominal clause (of the verb “becomes”)

1. You never defeat danger by refusing to face it.

2. Knowing that he was being followed gave Roger the creeps.

3. When you don't know where you are going, any road will do.

4. My first mistake was forgetting to peel the onions.

5. If you have to ask how much gas costs, you can't afford it.

6. Believing in progress does not mean believing that any progress has yet been made. [Franz Kafka]
-

B. Directions: Pick out all the embedded noun clauses, gerund phrases, and infinitive phrases in each of the following sentences; list them below the sentence and indicate the form and function of each.

Example:

I told my nephew to stop asking our neighbor how old she is.

to stop asking our neighbor how old she is—infinitive phrase, direct object of “told”

asking our neighbor how old she is—gerund, direct object of “to stop”

how old she is—clause, direct object of “asking”

1. Don't leave without telling your friends where you are going.

2. Attempting to finish my term paper after staying up all night was clearly a mistake.

3. We probably wouldn't worry about what people think of us if we knew how seldom they do.

Identifying Dependent Clauses

Directions: You have studied three different kinds of dependent clauses—adverbial clauses, adjectival (or relative) clauses, and nominal clauses. The three are introduced by different kinds of words—adverbial clauses by subordinating conjunctions, adjectival clauses by relative pronouns and relative adverbs, and nominal clauses by expletives and interrogatives. And of course the three kinds of clauses function differently in their sentences: Adverbial clauses modify verbs; adjectival clauses modify nouns; and nominal clauses fill NP slots as subjects, direct objects, and so on. Underline the dependent clauses in the following sentences. Identify each as adverbial (adv), adjectival (adj), or nominal (nom); then give its specific function in the sentence. (If adverbial, what verb does it modify? If adjectival, what noun does it modify? If nominal, what NP slot does it fill?) Some clauses will be embedded within other clauses.

Example: Even before the fire alarm sounded, I sensed that something was happening.

adv—mod. sensed
nom—dir obj

1. How you spend your money is your own business.
2. In the midst of winter, I finally learned that there was in me an invincible summer. [Albert Camus]
3. He gave her a look that you could have poured on a waffle. [Ring Lardner]
4. The root of all superstition is that people observe when a thing hits but not when it misses. [Francis Bacon]
5. If you tell us your phobias, we will tell you what you are afraid of.
[Robert Benchley]

6. Would the boy you were be proud of the man you are? [Laurence J. Peter]
7. Advice is what we ask for when we already know the answer but wish we didn't.
[Erica Jong]
8. As the instructor came into the room, Duncan quickly threw a piece of canvas over the bust that he was sculpting.
9. A bore is a person who talks when you want him to listen. [Ambrose Bierce]
10. Conscience is the inner voice that warns us somebody may be looking.
[H.L. Mencken]
11. A hundred and fifty years ago, when Hyman Lipman patented the world's first pencil with an attached eraser, he certainly didn't anticipate that it would compete one day with e-mail and smart phones.

*Test Exercise 8.8***Nominals and Sentence Patterns**

Directions: (1) In the parentheses identify the sentence pattern of the main clause; (2) underline any nominal clauses or nominal verb phrases; (3) on the line below the sentence name the function of each underlined clause or phrase and identify its sentence pattern. [Answers are not given.]

Example:

I hope that the rain stops soon. (VII)

direct object—Pattern VI

1. What the rule committee decided surprised both the players and their agents.
(_____)

2. After eating a big meal, I usually feel drowsy. (_____)

3. Dean's ambition is to become an organic farmer. (_____)

4. The coach promised to throw the team a huge victory celebration.
(_____)

5. The person who called last night said she would call back this afternoon.
(_____)

6. Bigotry tries to keep truth safe in its hand with a grip that kills it. [Rabindra-
nath Tagore] (_____)

7. Millions of viewers are wondering which couple will be eliminated this week.
(_____)
-
8. Dyeing your hair auburn was a bad idea. (_____)
-
9. It now seems unlikely that we can get away for the weekend. (_____)
-
10. Insanity is doing the same thing over and over again but expecting different results. [Rita Mae Brown] (_____)
-

Test Exercise 8.9

Identifying Form and Function

Directions: This exercise is not confined only to nominals; it includes modifiers that you are familiar with. Identify each of the underlined elements according to both its form and its function. *Form* refers to word categories (noun, verb, preposition, etc.), names of phrases (prepositional phrase, noun phrase, gerund phrase, etc.), and clauses. *Function* refers to the specific role the word or word group plays in the sentence: subject, direct object, modifier of *run*, etc. You'll find it helpful to picture the sentence on a diagram to figure out the function of the underlined item. [Answers are not given.]

Examples:

	Form	Function
I think <u>that studying history is fascinating.</u>	<u>nominal clause</u>	<u>dir obj</u>
I think that <u>studying history is fascinating.</u>	<u>gerund phrase</u>	<u>subject</u>

	Form	Function
1. My little brother enjoys <u>playing computer games.</u>	_____	_____
2. <u>Winning computer games</u> gives him great satisfaction.	_____	_____
3. <u>Winning computer games</u> gives him great satisfaction.	_____	_____
4. What he does with his time is his <u>own business.</u>	_____	_____
5. <u>What he does with his time is</u> his own business.	_____	_____
6. Maria is planning <u>to go to law school in the fall.</u>	_____	_____

- | | | | |
|-----|---|-------|-------|
| 7. | <u>To get into a good law school</u>
is not easy. | _____ | _____ |
| 8. | Maria is planning to go to law school
<u>in the fall.</u> | _____ | _____ |
| 9. | I think that being a lawyer
<u>would be exciting.</u> | _____ | _____ |
| 10. | The elections on our campus
<u>rarely</u> bring out many voters. | _____ | _____ |
| 11. | The elections on our campus
rarely bring out <u>many voters.</u> | _____ | _____ |
| 12. | Many students obviously consider
<u>the student elections</u> unimportant. | _____ | _____ |
| 13. | Many students obviously consider
the student elections <u>unimportant.</u> | _____ | _____ |
| 14. | They do think <u>national elections</u>
are important. | _____ | _____ |
| 15. | They do think <u>national elections</u>
are important. | _____ | _____ |
| 16. | Our friend from Tampa spent last
winter <u>with us</u> in Idaho. | _____ | _____ |
| 17. | He often wondered <u>if winter would</u>
<u>ever end.</u> | _____ | _____ |
| 18. | <u>Worrying</u> gives a small thing
a big shadow. | _____ | _____ |
| 19. | Worrying gives a small thing
<u>a big shadow.</u> | _____ | _____ |
| 20. | Worrying gives <u>a small thing</u>
a big shadow. | _____ | _____ |

Chapter 9

Sentence Modifiers

As you learned in Chapter 9 of *Understanding English Grammar*, the term **sentence modifier** refers to any word or word group that modifies the sentence as a whole rather than a specific part of it. Many sentence modifiers are parenthetical. As **independent words and phrases**, they are nearly always set off by a comma when they appear at the opening or closing of the sentence and by two commas when they appear in the middle:

Luckily, I got a refund.

Rap music bores me, to tell the truth.

Shawn, on the other hand, loves it.

These parenthetical comments affect the pace of the sentence by slowing the reader down, by interrupting the main idea, or by shifting or focusing the reader's attention. The commas signal the reader that the word or phrase is an added comment, much like the nonrestrictive modifiers you saw in the discussion of adjectivals.

There are two other important classes of sentence modifiers. The **adverb clause** is connected to the main clause with a subordinating conjunction (such as *if*, *when*, *although*, *because*):

When I have time, I will return your call.

The **absolute phrase**—a noun headword with a postnoun modifier, usually a participle—adds a detail about the sentence as a whole:

His voice trembling, the valedictorian began his speech.

Exercise 9.1

Punctuating Sentence Modifiers

Directions: Add punctuation to the following sentences, if necessary.

1. As you may know our family likes to travel together in the summer.
2. On our trip out West we went to parts of the country that I had never seen before.
3. Much to my surprise the landscape was absolutely flat in eastern Montana.
4. I expected for some reason to see rolling hills there.
5. In western Montana on the other hand we were awed by the grandeur and beauty of the Rocky Mountains.
6. Glacier National Park for instance is simply stunning.
7. There was a terrific thunderstorm on our first night back home.
8. Luckily the storm did not cause a great deal of damage.
9. The power unfortunately was out for several hours.
10. By the way did you notice all the trashcans overturned on the sidewalk the next morning?
11. More wind and rain are on the way according to the latest weather report.
12. The weather in my opinion is getting more volatile every year.

Exercise 9.2

Using Subordinate Clauses

Directions: Turn the following complete sentences into subordinate clauses by (1) adding a subordinator in the opening position and (2) adding the resulting subordinate clause to another sentence as a modifier. You will have to supply the main clause. For a list of subordinating conjunctions, see page 281 in *Understanding English Grammar*, Ninth Edition.

Example:

The party ended at midnight.

Because the party ended at midnight, we got home earlier than we had expected.

or

If the party ended at midnight, why didn't you get home before 3:00 a.m.?

1. The weather turned hot and muggy.

2. I hit the gas pedal instead of the brake.

3. There was an explosion in the building across the street.

4. The Merced River flooded Yosemite National Park.

5. Steroid use among professional athletes has been in the news again.

6. The laws about food labeling have not curbed the consumption of saturated fats.

7. Several parental groups are calling for legislative action to stop Internet bullying.

8. The state of Nevada gets most of its revenue from the gambling industry.

9. The number of family farms in the United States continues to shrink with each passing year.

10. Fran can't decide whether to buy a hybrid or a motorcycle.

ELLIPTICAL CLAUSES

An **elliptical clause** is a clause from which a word or words have been omitted, often the subject and part of the verb:

While [he was] attending a play at Ford's Theater, President Lincoln was shot by John Wilkes Booth.

An elliptical clause will “dangle” when the omitted subject is different from the subject of the main clause:

Dangling: When beginning a job search, the university placement office can provide valuable advice.

To eliminate the problem of dangling, you can revise the main clause to make its subject match the implied subject of the elliptical clause:

When beginning a job search, a student can get valuable advice from the university placement office.

Another solution to the problem is to write out the clause completely:

When a student is beginning a job search, the university placement office can provide valuable advice.

Other problems with elliptical clauses are discussed in Chapter 9 of *Understanding English Grammar*.

Exercise 9.3

Recognizing and Revising Elliptical Clauses

Directions: Underline the elliptical clauses; then rewrite the sentences to eliminate their problems.

Example: When studying for a test, the first step is to psych out the teacher.

When you are studying for a test, the first step is to psych out the teacher.

1. Before painting a car, the area should be free of dust.

2. Many office managers value high achievers more than risk takers.

3. When properly fried, I like calamari rings.

4. Your application can't be approved until after checking your credit record.

5. If paid within ten days, you will receive a five percent discount.

6. The costumes in our show are much more colorful than their show.

7. While doing my laundry, someone sent me a text message.

8. Tsunamis are much more dangerous to seaside towns than ships on the open sea.

9. When attending a concert or lecture, cell phones and pagers should be turned off.

10. There was nothing to do while waiting for the rain to stop.

Exercise 9.4

Adding Absolute Phrases

A. Directions: Combine the following sentences by turning one of them into an absolute phrase. Remember that an absolute phrase is a noun phrase in form—a noun headword with a postnoun modifier. The modifier is often a participle or participial phrase, but can also be a prepositional phrase, an adjective phrase, or a noun phrase. The absolute will either focus on a detail of the whole or explain a cause or condition. It can either open or close the sentence.

Example: Our guests departed. We resumed our normal household routine.
 Our guests having departed, we resumed our normal household routine.

1. A heavy snowfall blanketed the city. School was canceled and all athletic games were called off.

2. The speaker droned on and on. His voice cracked now and then.

3. The storm approached rapidly. The picnickers packed up and headed toward shelter.

4. Venus raced across the court. Her racquet was back and her eyes were fixed on the ball.

B. Directions: Add an absolute phrase as a modifier to each sentence.

Example:

The winning candidate moved to the center of the stage.

The winning candidate moved to the center of the stage, her hands clasped triumphantly above her head.

1. The desert looked beautiful in the moonlight.

2. The dessert looked sinfully delicious.

3. Snoopy lounged on the roof of his doghouse.

4. The rain beat against the windshield.

5. The committee members began to argue among themselves.

Test Exercise 9.5

Identifying Form and Function

Directions: On the lines following each sentence, identify the underlined items according to both form and function. Remember that *form* refers to word categories (noun, verb, preposition, expletive, etc.), names of phrases (prepositional phrase, noun phrase, gerund phrase, infinitive phrase, participial phrase, etc.), and clauses (nominal clause, adverbial clause, relative clause, subordinate clause). *Function* refers to the specific role the word or word group plays in the sentence: subject, direct object, appositive, modifier of *play*, sentence modifier, etc. [Answers are not given.]

	Form	Function
1. Did you see that last play, <u>Cindy</u> ?	_____	_____
2. <u>Clearly</u> , the wrong player was called for the foul.	_____	_____
3. The fans considered that call <u>a real blunder</u> .	_____	_____
4. The fans hoped <u>that the referee would change his mind</u> .	_____	_____
5. Getting a referee to admit a mistake is <u>impossible</u> .	_____	_____
6. <u>Getting a referee to admit a mistake is impossible</u> .	_____	_____
7. <u>Their voices shaking the rafters, the fans made a real difference in that game.</u>	_____	_____

- | | | | |
|-----|--|-------|-------|
| 8. | If we had won the game, we
might have won the
<u>league</u> championship. | _____ | _____ |
| 9. | If we had won the game, we
might have won the
league championship. | _____ | _____ |
| 10. | <u>Ironically</u> , losing that game
made the team want to play harder. | _____ | _____ |
| 11. | <u>Feeling cheated by the officials,</u>
the fans pledged to redouble
their support. | _____ | _____ |
| 12. | They threw a party after the game
<u>to forget their disappointment.</u> | _____ | _____ |

Chapter 10

Coordination

In the preceding chapters we have looked at various ways of expanding sentences by adding modifiers to nouns, to verbs, and to the sentence itself. In this chapter we will look at another kind of sentence expansion: **coordination**. To coordinate words, phrases, and clauses, we use three kinds of connectors:

1. Coordinating conjunctions: *and, or, but, yet, for*
2. Correlative conjunctions: *both-and, either-or, neither-nor, not only-but also*.
3. Conjunctive adverbs: *however, therefore, moreover, nevertheless, so, yet, etc.*

Understanding the various kinds of conjunctions will help you use compound elements effectively.

Exercise 10.1

Adding Coordinate Elements

Directions: Revise each of the following sentences by turning the underlined item into a compound, using the coordinating or correlative conjunction shown in parentheses.

Example:

The students studied until 3:00 a.m. (and)

The students studied and partied until 3:00 a.m.

1. The children played on the porch all afternoon. (and)

2. I will work on my math assignment tomorrow. (either-or)

3. Pam changed the oil before leaving for spring break. (and)
-
-
4. Our teacher looked cheerful in class this morning. (yet)
-
-
5. Our visitors this weekend were unexpected. (but)
-
-
6. I can go with you to the police station. (and)
-
-
7. John can speak Spanish like a native. (both-and)
-
-
8. Juan can speak English like a native. (not only-but also)
-
-
9. My roommates are going to San Diego for spring break. (either-or)
-
-
10. I've decided that majoring in math was a mistake. (and)
-
-

PARALLEL STRUCTURE

As you read in Chapter 10 of *Understanding English Grammar*, an important consideration for coordinate elements is that they be parallel. A sentence is parallel when all of the coordinate parts are of the same grammatical form. The conjunctions must join grammatical equivalents, such as pairs of noun phrases or verb phrases or adjectives:

<i>Noun phrases:</i>	The university plans to build <u>a new library</u> and <u>three residence halls</u> .
<i>Verb phrases:</i>	They will also <u>remodel the administration building</u> and <u>repair the tennis courts</u> .
<i>Adverbs:</i>	<u>Swiftly</u> yet <u>gracefully</u> , Michele skated across the ice.
<i>Prepositional phrases:</i>	The line stretches <u>down the hall</u> and <u>out the front door</u> .
<i>Nominal clauses:</i>	I don't care <u>who you are</u> or <u>what you want</u> .

If you followed the instructions in Exercise 10.1, your coordinate elements should have turned out to be parallel.

Unparallel parts occur most commonly with the **correlatives**, the two-part conjunctions like *either-or* and *neither-nor*:

*For Kim's birthday present, I'll either buy a CD or a video.

It's easy to see the problem: The word group following *either* is a verb phrase; the one following *or* is a noun phrase. It's easy to correct the problem too. Just shift one part of the correlative pair so that both introduce the same kind of phrase:

I'll buy either *a CD* or *a video*. [noun phrases]

I'll either *buy a CD* or *rent a video*. [verb phrases]

Exercise 10.2

Identifying Correlatives

Directions: Underline the correlative conjunctions in each sentence, and below the sentence identify the grammatical elements that are connected.

Examples:

Elephants are found both in Africa and in Asia.

prepositional phrases

The African elephant is neither the largest nor the heaviest mammal in the world.

adjectives

1. Either you leave or I will call the police.
2. I have neither the time nor the energy for your trivial complaints.
3. People both admire tigers as beautiful animals and fear them as man-eaters.
4. Many species of animals spend most of their time either eating or sleeping.
5. This position requires not only specialized knowledge but also the ability to handle people tactfully.
6. He was either ignorant of the policy or unaware of its relevance to his job description.
7. While in his nineties, Bertrand Russell spoke both vigorously and eloquently against the development of nuclear weapons.
8. Neither what you say nor how you say it will affect my judgment.

Exercise 10.3**Revising for Parallel Structure**

Directions: Rewrite the following sentences, paying particular attention to the unparallel coordinate elements.

Example:

My uncle's doctor told him to quit smoking and that he should start to exercise regularly.

My uncle's doctor told him to quit smoking and to start exercising regularly.

1. The community will always value her contributions, admire her fortitude, and we wish the best for her.

2. You can take either the written examination or ask for a personal interview.

3. The drug company wants test subjects with allergies but who are not smokers.

4. She had a strong desire to study literature and for becoming a medical technician.

5. Both hearing the judge's tone of voice and the look on his face made me nervous.

6. What you do with your money and the way you spend your time are of no concern to me.

7. You can either leave the car in the driveway or it can go in the garage.

8. I heard on the news that the police have not only arrested a suspect in the robbery but he has confessed.

9. Progressive education aims to teach students to be open-minded, thinking with logic, know how to make wise choices, having self-discipline and self-control.

10. The final step involves making a ninety-degree kick turn and then start the pattern over from the beginning.

PUNCTUATION OF COORDINATE ELEMENTS

One of the positive outcomes of understanding grammar—especially the grammar of coordination—is the understanding of punctuation that comes with it. As you learned in Chapter 10 of *Understanding English Grammar*, there is an important difference between the punctuation of a compound sentence and a compound element within the sentence. When *and* joins a compound within the sentence, we use no comma:

The mayor claims that the streets are clean and that they are safe.

Between sentences, however, we do use a comma with *and* when we join complete sentences:

She also claims that the crime rate is low, and the latest figures support her claim.

Another possibility for joining the compound sentence is the semicolon, which we frequently use when a conjunctive adverb joins the two sentences:

Violent crimes have decreased by 15 percent; however, burglary and auto theft are still on the rise.

We should note two additional punctuation conventions regarding compounding within the sentence:

1. When *but* is the conjunction, a comma is often called for to denote the contrast, or disjunction:

The police have cracked down on crimes against people, but not on crimes against property.

2. In a series of three or more items, commas are called for between the parts:

Crimes against people include murder, rape, robbery, and aggravated assault.

(Some writers regularly omit that last comma, the one before the *and* in a series.)

Exercise 10.4

Punctuating Coordinate Structures

Directions: Add punctuation to the following sentences—if needed.

1. I took piano lessons for several years as a child but I never did like to practice.
2. When I started college I surprised both my mother and my former piano teacher by signing up for lessons and now I practice every spare minute I can find.
3. My hands are small however I have exercised my fingers and now have managed to stretch an octave.
4. My fingers are terribly uncoordinated but every week the exercises and scales get easier to play.
5. I was really embarrassed the first few times I practiced on the old upright in our dorm lounge but now I don't mind the weird looks I get from people.
6. Some of my friends even hum along or tap their feet to help me keep time.
7. I have met three residents on my floor who are really good pianists they've been very helpful to me when I've asked them for advice.
8. (no punctuation)
9. I'm so glad that Bach, Haydn, and Schumann composed music simple enough for beginners.
10. I'm looking forward to seeing the look on my mother's face when I go home at the end of the term and play some of my lessons from *The Little Bach Book* she will be amazed.

VERB AGREEMENT WITH COMPOUND SUBJECTS

A compound subject includes two nouns (or nominals) that equally share the action or state implied in the verb of a sentence, and thus the verb of the sentence agrees with a *plural* subject:

A questionnaire and an interview are necessary to collect accurate data for our study.

Both Antonio and Christina make a strong impression on the dance floor.

If the subjects are connected with *or*, *either/or*, or *neither-nor*, the verb should agree with the subject closer to it:

Either interviews or a questionnaire is necessary to collect accurate data.

A questionnaire or interviews are necessary to collect accurate data.

Neither interviews nor a questionnaire is adequate to collect complete data.

In these cases, you can switch the order of the subjects for the most natural-sounding sentence:

Neither a questionnaire nor interviews are adequate to collect complete data.

Some sentences appear to have compound subjects but do not. In these cases, parenthetical additions are made to the subject, connected with words like *as well as*, *in addition to*, *accompanied by*, and *along with*. These additions are not considered subjects, so the verb should agree with the grammatical subject:

The tango, in addition to the bolero, is unusually slow for a Latin dance.

The leader, along with her teammates, makes the difference between an efficient job and a sloppy one.

Questionnaires, as well as a general interview, need to be administered to each participant in the study.

Test Exercise 10.5

Making Verbs Agree with Tricky Compounds

A. Directions: Circle the verb that agrees with the subject of each sentence below. [Answers are not given.]

1. Either local storms or a mechanical glitch *prevent/prevents* our plane's takeoff at this time.
2. Both apple pie and chocolate cake *is/are* too casual and filling as desserts after an elegant meal.
3. The presentation of the food, as well as the flavor, *is/are* judged in the entries to Top Chef's cooking contest.
4. Late arrival and long lines *make/makes* for a hectic airport experience.
5. Either homemade sorbet or gourmet chocolates *serves/serve* as fine desserts after an elegant meal.
6. Antonio, along with his partner Lisa, *impress/impresses* the audience with a sexy Argentine tango.
7. Here *come/comes* the defendant and his attorney.
8. At a dinner party, talking too much or talking too little *indicate/indicates* lack of social comfort.
9. Her recently published novel, together with the short stories she wrote when she was much younger, firmly *establish/establishes* her literary reputation.

B. Directions: The following sentences are grammatically correct but may sound awkward or incorrect to some readers because of the verb form. Rewrite each sentence to make it sound more acceptable.

1. Neither the players nor their coach believes the team will win the next game.

2. His wit, as well as his excellent grasp of the facts, makes him a sharp interviewer.

3. There are an indigo bunting and two goldfinches at the bird feeder.

Chapter 13

The Structure Classes

In the previous chapter, you identified and analyzed the components of **form-class words**—the nouns, verbs, adjectives, and adverbs that provide the lexical content in a sentence. In the following exercises you will be identifying and using **structure-class words**. These are the words that build grammatical structure rather than convey meaning.

The structure classes include *determiners*, *auxiliaries*, *qualifiers*, *prepositions*, *conjunctions*, *interrogatives*, *expletives*, and *particles*. They are called “structure-class words” because they supply the supporting structure for the form-class words. Unlike the form classes, the structure classes are relatively small and rarely add new members; and, with the exception of auxiliary verbs, they do not change form.

Exercise 13.1

Identifying Structure-Class Words

A. Directions: Label the class of each underlined word: determiner (det), auxiliary (aux), qualifier (qual), preposition (prep), conjunction (conj), interrogative (int), expletive (exp), or particle (part).

Example: Trading stocks on the Internet can be a very risky venture.
 prep aux det qual

1. The passengers were detained for several hours, but they were finally allowed to board the plane just before it took off.
2. Miranda was being rather secretive about her new boyfriend.
3. Our survey team has been asking voters about their candidate preferences.

4. His cousins looked on in amazement as Ethan very carefully sprinkled cinnamon and bacon bits on top of his cereal.
5. She wears her morals as a loose garment. [Langston Hughes]
6. There were several old friends who showed up for Dot's debut performance.
7. What kinds of apples are readily available at this time of year?
8. The story is told about Winston Churchill that on one occasion when he was corrected for ending a sentence with a preposition he responded with something like, "This is the sort of nonsense up with which I shall not put."

B. Directions: Locate all the structure words in the following sentences; underline and label them as you did in Part A. The number in parentheses at the end of the item tells you how many structure words are in that sentence.

1. Any mother could perform the job of several air traffic controllers with ease.
(6) [Lisa Alther]
2. The impersonal hand of the government can never replace the helping hand of a neighbor. (7) [Hubert Humphrey]
3. You can never be too rich or too thin. (4) [Wallis Warfield Simpson]
4. A résumé is a balance sheet without any liabilities. (4) [Robert Half]
5. The devil often cites Scripture for his purpose. (3) [Shakespeare]
6. In France cooking is a serious art form and a national sport. (4) [Julia Child]

Exercise 13.2

Recognizing Word Classifications

Directions: From each of the following sets of words, choose the one that does not belong in the same word class. These sets contain both form-class and structure-class words.

Example:

would, may, should, want, will

want is a predicated verb; the others are auxiliaries

1. after, at, with, upwards, into

2. or, and, some, because, when

- 3 college, class, instructor, grammar, learn

4. hungry, lovely, silly, obviously, angry

5. provoke, must, insist, suggest, persuade

6. an, my, all, how, first

7. now, soon, friendly, badly, often

8. very, quite, rather, many, too

9. happy, calm, peace, serene, joyous

10. built, garden, window, room, door

11. spinning, during, running, drinking, trying

12. belly, silly, bully, jelly, ally

Chapter 14

Pronouns

Pronouns oil the wheels of good prose, helping avoid unnecessary repetition and moving a passage along smoothly. It's the writer's responsibility to make sure that each pronoun refers clearly to its **antecedent** (the noun it stands for). A pronoun with more than one possible antecedent can be puzzling. Pronouns can also be confusing if they do not refer to specific antecedents.

Exercise 14.1

Using Pronouns Clearly

A. Directions: Examine the pronoun reference problems in the following passages. Then rewrite each passage to eliminate the problem. There may be more than one way to revise each passage.

Example: Clyde dropped his bowling ball on the patio and cracked it in three places.
What does *it* refer to? The bowling ball or the patio?

Rewrites: Clyde cracked his bowling ball in three places when he dropped it on the patio.

Clyde broke the patio in three places when he dropped his bowling ball on it.

1. Susan wrote to her friend Ann every Sunday when she moved to Madison.

2. Breathe in through your nose, hold it for a few seconds, and then breathe out through your mouth.

3. The computer program was constantly updated with new keyboard commands, which annoyed most users.

4. The employees learned last week that they are expected to enroll in an all-day business-writing seminar on Saturday. This has caused considerable resentment.

5. Will agreed with Sam that he needs to lower his expectations of first dates.

6. The police removed the wreckage from the scene and then photographed it.

B. Directions: Rewrite the following paragraph to get rid of all vague and ambiguous pronoun references. You may need to add words, take some out, or rearrange a few.

Myrtle and Marie were just finishing their second cup of coffee at Sandy's Country Kitchen when they told them they would have to leave. They complained that this wasn't fair, which they ignored. This made them furious, so she asked to speak to the manager, which proved to be a mistake. She came at once and told them that this wasn't a lounge; the restaurant was closing because they needed to go home. They protested that this was going to ruin its reputation for friendliness because they intended to tell all their friends about it. She said they could print it in the paper for all she cared, and then she turned on her heel and left them flabbergasted. Having no other recourse, they paid the bill and stomped out, vowing never to do it again.

PRONOUN CASE

Personal pronouns and the relative pronoun *who* change form when their functions change. This feature is called **case**. We use the *subjective case* (I, we, she, he, they, who) when the pronoun functions as the subject of a verb or as a subject complement. And we use the *objective case* (me, us, him, her, them, whom) when the pronoun is a direct object, indirect object, or object of a preposition. The pronouns *you* and *it* do not distinguish between subject and object functions.

The possessive case indicates possession, description, or origin. It's important to note that, unlike possessive nouns, personal pronouns have no apostrophe in the possessive case: *his, hers, its, theirs, whose*.

Exercise 14.2

Deciding on Pronoun Case

A. Directions: Underline or circle the correct pronoun in each sentence.

1. You can't win if you run against Malcolm and (she/her).
2. For the next big dance, Ashley and (I/me) are not going to go with dates.
3. Many times, (we/us) students don't understand our assignments and don't ask enough questions about (it, them).
4. Greg Jones is the person (who/whom) I trust most in the world.
5. Stanley went to visit his mother, (who/whom) he called "Mumsy."
6. Did both (she/her) and Cecil volunteer to clean up after dinner?
7. Although thirty people are competing, everyone knows the race is really between Ralph and (I, me).

8. We decided on the person (who/whom) fit into the team rather than the one with perfect qualifications.
9. The co-chairs for the finance committee are Darla and (me, I).
10. The instructor insisted that (we/you) proofread (our/your) writing by hand instead of depending on the computer spellchecker.
11. The Cultural Coalition is an organization (who's, whose) members have dedicated themselves to supporting and promoting the arts.

B. Directions: Using *its* or *it's*, fill in the blanks in the following sentences with the correct form.

1. The army forces _____ recruits to do aerobic exercise.
2. Undoubtedly _____ a good idea to keep the soldiers fit.
3. The military needs _____ forces in fighting shape.
4. To gain _____ full benefits, exercise must be strenuous.
5. In order to exercise regularly, _____ helpful to have a drill sergeant to force you.

Test Exercise 14.3

Identifying Pronouns

Directions: Underline the pronouns in the following sentences. Identify the subclass to which each pronoun belongs. Place your labels below the underlined pronouns: personal (pers), reflexive (refl), intensive (int), reciprocal (recp), demonstrative (dem), relative (rel), interrogative (inter), indefinite (ind). Remember that some pronouns also function as determiners, but they are still pronouns (because they refer to antecedents): so mark them. [Answers are not given.]

Example: Someone was standing in the shadows, but I couldn't see who it was.
ind pers inter pers

1. We gave haircuts to each other; they look terrible.
2. Theirs look better than mine.
3. Who ate all the fudge?
4. The coach blames himself for the loss of Friday's game.
5. Everyone takes advantage of me because of my generous nature.
6. The financial aids office will try to find a work-study job for whoever wants one.
7. You must take the initiative yourself.

8. Many politicians are obligated to the big contributors who helped them get elected.
9. One hour of studying was enough for her.
10. Is that the book which the dramaturge couldn't find yesterday?
11. We were not surprised to see several of our friends at the concert with us.

Test Exercise 14.4

Reviewing Word Classes

Directions: Identify the class of every word in the following sentences. Place your labels below the words: noun (n), verb (vb), adjective (adj), adverb (adv), determiner (det), auxiliary (aux), qualifier (qual), preposition (prep), conjunction (conj), expletive (exp), particle (part), pronoun (prn). [Answers are not given.]

Example:

A clean glove often hides a dirty hand. (English proverb)
det adj n adv vb det adj n

1. Money will buy a pretty dog, but it will not buy the wag of its tail.
[Josh Billings]
2. Nothing happens until something moves. [Albert Einstein]
3. If love is the answer, could you rephrase the question? [Lily Tomlin]
4. Television has raised writing to a new low. [Sam Goldwyn]
5. Do not needlessly endanger your lives until I give you the signal.
[Dwight D. Eisenhower]
6. You are young only once, but you can be immature forever. [Germaine Greer]

7. My folks did not come over on the Mayflower; they were there to meet the boat. [Will Rogers]
8. A lot of parents pack up their troubles and send them off to camp. [Raymond Duncan]
9. Show me a good loser, and I will show you a failure. [Paul Newman]
10. She never lets ideas interrupt the easy flow of her conversation. [Jean Webster]
11. General notions are generally wrong. [Lady Mary Wortley Montagu]
12. When the insects take over the world, we hope they will remember our picnics with gratitude. [Anonymous]

Chapter 11

Morphemes

In the three chapters of Part IV in *Understanding English Grammar*, you took a close look at how words are formed and classified. You learned about **morphemes**—the basic units of meaning that make up words—and saw how these segments of language help you to identify and understand the grammar of words.

A morpheme is “a sound or combination of sounds with meaning.” It can be a letter, a syllable, or a word—any “minimal unit” of meaning that cannot be divided into smaller meaningful parts. Many morphemes are complete words, such as *leg*, *play*, and *kind*, which consist of a single morpheme. But others, such as *legs*, *played*, and *unkindly*, consist of two or more morphemes: The *-s*, the *-ed*, the *un-*, and the *-ly* also convey meaning. The exercises in this chapter will give you further practice in recognizing morphemes and their grammatical significance.

Exercise 11.1

Identifying and Analyzing Morphemes

A. Directions: After each of the following words write the number of morphemes it contains. Draw vertical lines in the words to show the separate morphemes.

Example: un|kind|ly 3

- | | |
|------------------|--------------------|
| 1. walk _____ | 7. keeper _____ |
| 2. walking _____ | 8. miniskirt _____ |
| 3. weak _____ | 9. active _____ |
| 4. weaken _____ | 10. inactive _____ |
| 5. weakens _____ | 11. actively _____ |
| 6. keep _____ | 12. cover _____ |

B. Directions: A **free** morpheme can stand alone (as a word); but a **bound** morpheme must be attached to another morpheme. Underline the *bound morphemes* in the following words. It is possible for a word to consist entirely of bound morphemes.

- | | |
|----------------|----------------|
| 1. teacher | 6. undo |
| 2. freedom | 7. biomass |
| 3. petrodollar | 8. intervene |
| 4. rainy | 9. remake |
| 5. impossible | 10. befriended |

C. Directions: Find a word to fit each of the following formulas. Include only the morphemes called for.

Example: free + bound = dogs
 bound + free = rerun

1. free + bound = _____
2. bound + free = _____
3. bound + free + bound = _____
4. free + bound + bound = _____
5. bound + bound = _____
6. bound + free + bound + bound = _____
7. free + free = _____
8. bound + bound + bound = _____

BASES AND AFFIXES

All morphemes are either **bases** or **affixes**. The base is the morpheme that carries a word's principal meaning; affixes are either **prefixes**, which come in front of the base, or **suffixes**, which follow the base.

Inflectional suffixes express some kind of grammatical information—like plural or past tense—but they do not change the class of a word. English has only eight inflectional suffixes. **Derivational** affixes, on the other hand, usually change the class of a word. All prefixes are derivational, and any suffix that is not inflectional will be derivational.

Exercise 11.2

Using Bases and Affixes

Directions: Each of the following groups contains a base and some affixes, both derivational and inflectional. Make a word out of each group. Name the class of the word you have made. (To help determine the word class, review the list of inflectional endings on p. 231 in *Understanding English Grammar*, Ninth Edition).

Example:

-s, -ment, place, re- replacements—noun

1. -less, hope, -ly _____
2. -ed, short, -en _____
3. -ize, -s, fertile, -er _____
4. -ing, -ate, termin _____
5. -y, -er, mess _____
6. re-, -en, awake _____
7. -dom, -s, king _____

8. -s, -ist, violin _____
9. -ate, -ive, act, re-, -ion _____
10. dis-, -ity, able, -es _____
11. -ly, -ion, -ate, affect _____
12. be-, -s, little _____
13. province, -ism, -ial _____
14. -able, stop, un- _____
15. -ist, -ly, real, -ical _____
16. -ion, im-, -able, press _____

HOMOPHONES

A homophone is a word that sounds the same as another word but is different in spelling and meaning. For example, “new” and “knew” and “gnu” are homophones. In speech, you don’t have to think about which one to select, but in writing you have to make a choice. And because the meanings are quite different, you really do have to use the right one or your readers will be confused. This exercise will challenge you to think closely about the meanings of sound-alike words—and to consult a dictionary when you’re not sure.

Exercise 11.3

Choosing the Right Homophone

Directions: In the following sentences, fill the blanks with the words in parentheses to make a sensible statement; each word will fill one blank.

Examples: (sail, sale) I bought a new sail for my boat at a clearance sale.
(weather, whether) Do you know whether or not the weather will continue to be mild this weekend?

1. (read, reed). My cousin plays a _____ instrument in the orchestra but cannot _____ music.
2. (discussed, disgust). As the consumers _____ the price of gas you could hear the _____ in their voices.
3. (way, weigh) There is no _____ I’m going to _____ myself again.
4. (mustard, mustered) He _____ all his courage and poured some of the extra-spicy _____ on his sandwich.
5. (council, counsel) The city _____ decided to refer the matter to their legal _____ for an opinion.
6. (bald, bawled) Tim almost _____ when he looked in the mirror and saw how _____ he was getting.
7. (roomer, rumor) Have you heard the _____ about the new _____ who moved in upstairs?

8. (bridal, bridle) The heiress did not _____ at the reporter's question about the male stripper at her _____ shower.
9. (flocks, phlox) We planted _____ of pink and white _____ in our garden.
10. (muscles, mussels) Some bodybuilders eat _____, which are high in protein, to help develop strong _____ and tendons.
11. (earn, urn) She wants to _____ enough money to buy a Grecian _____.
12. (all, awl) I'm sure _____ carpenters carry an _____ in their toolboxes.
13. (waive, wave) The librarian can _____ your overdue fines with a _____ of the hand.
14. (tocsin, toxin) The American Medical Association has sounded the _____ about a possible _____ in bioengineered animals.
15. (naval, navel) There's no time to contemplate your _____ in the middle of a _____ battle.
16. (beer, bier) Someone made the _____ for this coffin out of wood from several old _____ kegs.
17. (knead, kneed) I asked the trainer to _____ the thigh muscles where an opponent had _____ me.
18. (pole, poll) The NCAA conducted a _____ to determine which _____ vaulter would represent the United States in the Olympics.
19. (ton, tun) That _____ of wine must weigh a _____.
20. (praise, prays, preys). I wouldn't _____ a con man just because he _____ for the victims he _____ on.
21. (chili, chilly) A bowl of hot _____ sure tastes good on a _____ day.

Chapter 12

The Form Classes

As you know from Chapter 2, we do not use the traditional, meaning-based definitions for the parts of speech, or word classes. Our study of words focuses on the characteristics of form, which are grounded in the inherent language knowledge of native speakers. Here are concise definitions based on form and signalers:

Noun: can be made plural and/or possessive; is signaled by determiners.

Verb: has both an *-s* and an *-ing* form; is signaled by auxiliaries.

Adjective: takes *-er* and *-est* (or *more* and *most*); is signaled by *very*.

An **adverb** is more difficult to pin down; the best method is to look at function. What kind of information does it contribute? Is it an optional slot? The derivational *-ly* is the clearest sign of form, but it is also used with adjectives, and a number of common adverbs do not end in *-ly*. Some adverbs can be made comparative and superlative, and some can take *very*.

The exercises here will reinforce your understanding of these important word groups.

INFLECTION AND DERIVATION

Inflectional suffixes convey grammatical information—like plural or past tense—but do not change the basic category of a word. English has only eight inflectional suffixes. They help us to identify the category of a word. We know *talked* is a verb, for example, because it has the suffix *-ed*, an ending that gets attached only to verbs.

Derivational affixes, on the other hand, usually change the class of a word. For example, *educate* is a verb, but the addition of *-ion* turns it into a noun—*education*. All prefixes are derivational, and any suffix that's not inflectional will be derivational. English has numerous derivational affixes. We can sometimes identify a word because it ends in a particular derivational suffix. For example, words ending in *-ion* and *-ment* (*instruction*, *accomplishment*, etc.) are nouns; words ending in *-able* or *-ible* (*lovable*, *flexible*, etc.) are adjectives.

Exercise 12.1

Derivational Suffixes

Directions: The words in the second column have been formed by adding a derivational suffix to those in the first column. Identify the class of the words in both columns: noun, verb, adjective, or adverb. Some words may belong to more than one class.

1. laugh	_____	laughable	_____
2. kind	_____	kindly	_____
3. day	_____	daily	_____
4. doubt	_____	doubtful	_____
5. ideal	_____	idealism	_____
6. deep	_____	deepen	_____
7. popular	_____	popularize	_____
8. appear	_____	appearance	_____
9. sleep	_____	sleepy	_____
10. face	_____	facial	_____
11. press	_____	pressure	_____
12. wide	_____	width	_____
13. care	_____	careless	_____
14. edit	_____	editor	_____
15. lonely	_____	loneliness	_____
16. verify	_____	verification	_____
17. create	_____	creative	_____
18. valid	_____	validity	_____

HOMONYMS

Homonyms are words that have the same sound and the same spelling but have different meanings: *saw* (the tool) and *saw* (the past-tense verb). This same concept applies to morphemes—to parts of words that sound the same but have different meanings. The purpose of this exercise is to help you distinguish between suffixes that look and sound alike.

Exercise 12.2

Homonymic Suffixes

A. Directions: The suffix *-ly* is added to many adjectives to form adverbs of manner, as in *silent, silently; formal, formally; careful, carefully*. But this adverbial suffix has a homonym: the *-ly* that's added to some nouns to make them adjectives—*love, lovely; scholar, scholarly; man, manly; month, monthly*. This adjectival *-ly* is also used with some adjectives to derive a variation of the adjective with a different meaning: *sick, sickly*. Identify the following words as adverb or adjective; some may be both. Use each in a sentence to illustrate your classification.

Example:

softly (adverb) The music played softly in the background.

1. purely () _____
2. yearly () _____
3. lonely () _____
4. deadly () _____
5. worldly () _____

B. Directions: The *-er* suffix can be inflectional or derivational. As an inflectional suffix, we add it to adjectives to make the comparative form : *bold, bolder; happy, happier; cool, cooler*. As a derivational suffix, we add it to verbs to form nouns: *sing, singer; ride, rider; preach, preacher*. Identify the following words as nouns or adjectives. Use each in a sentence to illustrate your classification.

Example: louder (adjective) The music was louder than we expected.

1. stronger () _____
2. drier () _____
3. loser () _____
4. fighter () _____
5. weaver () _____
6. smarter () _____

C. Directions: The inflectional suffix *-ing*, used with a *be* auxiliary to form the progressive aspect of verb phrases (“She is *meeting* us for lunch”), has two homonyms. The first is used in nominals (“We attended several *meetings* last week”); the second is used in adjectivals (“That was a very *exciting* game”). Identify the *-ing* in the italicized words in the following sentences; mark then as *verb*, *nominal*, or *adjectival*.

1. You have a *charming* smile. _____
2. Matisse’s *drawings* are brilliantly simple. _____
3. The witness gave some *convincing* evidence. _____
4. She must have been *sleeping* when you called. _____
5. My uncle has an old *saying* for every occasion. _____
6. *Winning* the championship means little to us. _____
7. The final scene was quite *touching*. _____
8. The singers are *preparing* for their next audition. _____

Exercise 12.3

Form Classes and Inflectional Endings

Directions: The following words belong to more than one form class. Write sentences that illustrate two classes for each word. Use **inflectional** endings as well as signal words (determiners, qualifiers, auxiliaries) to demonstrate the classes. Underline the word and label its class.

Examples:

room

There are three rooms in our apartment.
noun

My cousin rooms with three other sophomores this year.
verb

warm

Our hands got too warm when we warmed them over the fire.
adj verb

1. doubt

2. bill

3. cool

4. pitch

5. dry

6. dim

7. kind

8. break

9. light

10. fast

Test Exercise 12.4

Form Classes

A. Directions: Pick out the ten suffixes in the following sentence, write them on the lines below, and identify each as **inflectional** or **derivational**. [Answers are not given.]

Creepy crawlers commonly darkened Jane's nightmarish visions.

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |

B. Directions: Identify the italicized word in each sentence according to its form class: noun, verb, adjective, or adverb.

- Pat loves to play *golf*. _____
- A Gothic spire points *heavenward*. _____
- Which nation *colonized* Haiti? _____
- The *quickest* way to reach me is by e-mail. _____
- I have *friended* almost 100 people on Facebook. _____
- Only the *dregs* of this morning's coffee remain. _____
- He projects an *air* of quiet confidence. _____
- I hope you will be healthy and *prosperous*. _____
- Please lay the bricks *lengthwise* around the patio. _____

10. Our upstairs neighbors are not always *friendly*. _____
11. We will *air* our grievances at the next meeting. _____
12. Children grow up *fast* these days. _____

C. Directions: Fill in the blanks with variations of the words shown on the chart, changing or adding *derivational morphemes* to change the word class. The first one is filled in as an example.

	NOUN	VERB	ADJECTIVE	ADVERB
1.	<u><i>grief</i></u>	<u><i>grieve</i></u>	<u><i>grievous</i></u>	<u><i>grievously</i></u>
2.	<u> </u>	<u> </u>	<u><i>pleasant</i></u>	<u> </u>
3.	<u> </u>	<u> </u>	<u> </u>	<u><i>beautifully</i></u>
4.	<u> </u>	<u><i>select</i></u>	<u> </u>	<u> </u>
5.	<u><i>critic</i></u>	<u> </u>	<u> </u>	<u> </u>

D. Directions: Turn the following *of* phrases into noun phrases with the possessive inflection.

Example: the name of her roommate *her roommate's name*

1. the husbands of my nieces _____
2. the books of the children _____
3. the novels of James Jones _____
4. the garden of our neighbor _____

*Chapter 15***Rhetorical Grammar**

Many grammatically standard sentences can nevertheless be limp and boring. You can use your understanding of word choice and grammatical structure to bring these sluggish sentences back to life. This understanding can also help you avoid a male bias in sentences whose actual intent is to refer to both sexes.

*Exercise 15.1***Improving Sentence Style****A. Using Precise Verbs**

Directions: Rewrite the following sentences, changing overused verbs and informal verbs to more vivid or exact words. You may need to recast the sentence rather than merely replacing words.

1. The scientists are attempting to figure out a new spice that adds as much flavor as traditional salt, with less sodium content.

2. She came into the room, removed her shoes, and sat down.

3. Though our original research design failed, our study turned up several interesting new questions.

4. We are in agreement that the most striking aspect of the painting is the contrast of dark and light.

5. After he got tired, the office worker went home.

6. "Look! He's got a gun!" she said.

7. Outside my window, I saw a pale figure in the yard coming toward me.

B. Making Contrasts through Antithesis

Directions: The following sentences could use parallel structures to express antithesis. For more information about antithesis, see pages 335–336 in *Understanding English Grammar*, Ninth Edition.

1. A good writer depends on educated friends to help with proofreading, and never uses only the computer's spell checking feature.

2. Helene never wore a trendy outfit to work, and she didn't put on office wear for partying, either.

3. A few vivid adjectives add liveliness to your writing, while using too many can slow down your reader.

4. In times of war, people become patriotic, while when there is peace they grow highly critical of their nation.

5. We weren't getting anywhere in the department meeting; it seemed that our discussions were pointless.

Exercise 15.2

Revising Nominalization

English has many suffixes (*-ion, -ment, -ing*, etc.) that turn verbs into nouns. This process, called *nominalization*, substitutes a noun (the *name* of an action) for a verb (which *shows* the action) and can introduce abstraction and flabbiness into your prose. Here's an example:

Nominalized: The council made a recommendation for the provision of additional accommodation of stationary cars.

Direct: The council recommended more parking spaces.

Directions: Rewrite the following sentences in a more direct style.

1. With the replacement of other forms of communication by texting and tweeting, the loss of touch between the younger and older generations continues.

2. Discussion of the technology gap would be the point of this workshop for parents and teenagers.

3. The uplifting of the spirit and the encouragement of noble efforts are goals of our religion.

4. The committee had expectations that the acceptance of their report would be forthcoming.

5. The discrepancy in the test scores has prompted an investigation by the state board of education.
-

6. Gaining power through the favoring of certain groups can create the depopularization of a senator.
-

7. Behind the destruction of any state lies a foundation of corruption.
-

Exercise 15.3

Avoiding Gendered Language

Directions: Eliminate the male focus from the following sentences without changing the meaning. Some sentences need revision of pronouns, and some need revision for other gendered usage. (See pages 341–345 in *Understanding English Grammar*, Ninth Edition, for more discussion of using inclusive language.)

1. Work is one of man's great pleasures, if he chooses his vocation carefully.

2. Nowadays, almost every citizen must pay some of his bills over the Internet.

3. Gertie's mother is a computer repairman for IBM.

4. This modern corporation provides social activities not only for workers, but for their wives and children, too.

5. Clyde was patched up by a woman doctor at the emergency room after his yodeling accident.

6. After our reorganization, everyone was happy in his own way.

7. We need someone to man the fireworks booth while Clive goes to the emergency room.

8. The chairman of the committee abstains except in cases of a tie vote.

Chapter 16

Purposeful Punctuation

Chapter 16 of *Understanding English Grammar* summarizes the rules for using punctuation to mark boundaries, signal levels of importance, make connections, and add emphasis.

To make connections:

- Put a comma between independent clauses joined by a coordinating conjunction, but use a semicolon if the clauses already contain commas.
- Put a semicolon between independent clauses not joined by a coordinating conjunction.
- Put a semicolon between independent clauses when the second clause is introduced by a conjunctive adverb or adverb phrase.
- Put a colon between independent clauses if the second clause explains or amplifies the first one.

To signal levels of importance:

- Set off nonessential modifiers with commas.
- Set off interrupters with commas: transitional phrases, parenthetical comments, and nouns of direct address.
- Put a comma after introductory elements: prepositional phrases, one-word sentence modifiers, adverbial clauses and verb phrases, absolute phrases, and participial phrases.

To mark boundaries:

- Use commas to separate items in a series; use a semicolon if any of the items contain commas.
- Use a comma to separate coordinate modifiers of the same noun.
- Use a hyphen to join the elements of compound modifiers.

To add emphasis:

- Use a colon to introduce a list of appositives.
- Use dashes to highlight appositives, modifiers, and parts of compounds.
- Use parentheses to downplay explanatory or amplifying material.

The following exercises will give you practice in using punctuation for these purposes.

Exercise 16.1

Making Connections and Marking Boundaries

Directions: The punctuation marks and capital letters have been removed from the following passages. Rewrite them to make them readable again by adding punctuation marks and capital letters. Do not add any words.

1. The original version of this passage consisted of six independent clauses, marked by four capitals, four periods, two semicolons, five commas, one colon, one dash, and one hyphen.

punctuation one is taught has a point to keep up law and order punctuation marks are the road signs placed along the highway of our communication to control speeds provide directions and prevent head on collisions a period has the unblinking finality of a red light the comma is a flashing yellow light that asks us to slow down and the semicolon is a stop sign that tells us to ease gradually to a halt before gradually starting up again by establishing the relations between words punctuation establishes the relations between people using words

—Pico Iyer, “In Praise of the Humble Comma”

2. The original version of this passage consisted of ten independent clauses, marked by five capitals, five periods, one comma, and five semicolons.

i have grown fond of semicolons in recent years the semicolon tells you that there is still some question about the preceding full sentence something needs to be added it is almost always a greater pleasure to come across a semicolon than a period the period tells you that that is that if you didn't get all the meaning you wanted or expected anyway you got all the writer intended to parcel out and now you have to move along but with a semicolon there you get a pleasant little feeling of expectancy there is more to come read on it will get clearer

—Lewis Thomas, “Notes on Punctuation”

*Exercise 16.2***Signaling Levels of Importance and Adding Emphasis**

A. Directions: Punctuate the following paragraphs to make them readable and rhetorically effective.

1. The original version of this passage included three commas, three dashes, and two hyphens.

Most of the suspects were members of the Granger High School football team who had police said since June held up twenty two fast food restaurants and small retail stores. They were brazen police said they didn't even bother with masks. They were bold one or more allegedly carried a pistol to each crime. And they were braggarts as the robbery spree continued the boys apparently told their friends.

—Mark Miller, *Newsweek*

2. The original version of this paragraph included two dashes, seven commas, and three hyphens.

One of Buckminster Fuller's earliest inventions was a car shaped like a blimp. The car had three wheels two up front one in the back and a periscope instead of a rear window. Owing to its unusual design it could be maneuvered into a parking space nose first and could execute a hundred and eighty degree turn so tightly that it would end up practically where it had started facing the opposite direction. In Bridgeport Connecticut where the car was introduced in the summer of 1933 it caused such a sensation that gridlock followed and anxious drivers implored Fuller to keep it off the streets at rush hour.

—Elizabeth Kolbert, *The New Yorker*

B. Directions: Examine the punctuation of the appositives in the following passage and answer the questions at the end.

Diane's mother, Phyllis, is a realtor. Her father, George, is a retired basketball coach. Her cousin Mark also sells real estate, but her other cousin, Elissa, is still in high school. Her sister, Lori, is a stay-at-home mom.

Why are the names Phyllis and George set off with commas? How many cousins does Diane have? How many sisters does she have? How do you know? Formulate a rule about the punctuation of appositives.

Test Exercise 16.3

Punctuating Sentences

Directions: Add commas, semicolons, colons, dashes, and parentheses to the following sentences. Some sentences may not require any punctuation. [Answers are not given.]

1. After we make our reservations at the resort we should check on plane tickets right away.
2. Reservations which may be made either by mail or online will be promptly acknowledged.
3. People who procrastinate on major tasks often lose the trust of their bosses and co-workers.
4. Left-handed people can drive or sew or paint as well as any right-hander although it is not always easy for lefties to use many ordinary tools and mechanical gadgets.
5. Several different qualities invite procrastination on a task ambiguity complexity expectations overstimulation and understimulation.
6. All students who can't swim must wear life jackets on the canoeing trip.
7. Our teammate Ann who is otherwise skilled and easy to work with always puts off writing grants because they have a low chance of getting funded.
8. When TV is forced upon us all the things that give it power intimacy insularity intensity are deadened.
9. Watching vapid mindless comedies on television can be a perfect way to unwind especially after putting in ten hours as a psychotherapist.
10. While tulips are closely associated with the Netherlands the tulip in fact is not a native Dutch flower.
11. Several types of Americans such as the highly educated and the morally strict avoid television shows that most others enjoy.

12. Most of the tulips probably originated in areas around the Black Sea in the Crimea and in the steppes to the north of the Caucasus.
13. George F. Will a popular political columnist is also an expert on baseball.
14. Today three varieties of tulips are the most popular the Darwin which can be as large as a tennis ball and grows sixteen inches high the lily-flowered which has pointed petals and the parrot whose petals resemble feathers and which grows about seven inches high.
15. Straying from the group in a teenage thriller movie is always a big mistake.
16. Maria stepped up to the baseline positioned the racquet behind her shoulder tossed the ball into the air swung the racket forward with all her might and missed the ball completely.
17. We are not always rational beings in fact some would say we are rarely driven by rational thought.
18. Intelligence tests measure knowledge and skill but they do not accommodate inventiveness.
19. Extroverts often develop their thoughts by talking about them introverts often develop their thoughts by writing about them.
20. The real interest rate the difference between the nominal rate and the rate of inflation has averaged about 3 or 4 percent over long periods.
21. We tried to get works by our favorite local artist Linda Light placed in a gallery in Austin but the curator thought not surprisingly that Linda's paintings were overpriced.
22. T. S. Eliot 1888–1965 wrote poems that are widely studied and many of his lines are quoted frequently on a television drama recently a detective used the line “not with a bang but a whimper” to describe a sad apathetic ending.

Chapter 13

The Structure Classes

In the previous chapter, you identified and analyzed the components of **form-class words**—the nouns, verbs, adjectives, and adverbs that provide the lexical content in a sentence. In the following exercises you will be identifying and using **structure-class words**. These are the words that build grammatical structure rather than convey meaning.

The structure classes include *determiners*, *auxiliaries*, *qualifiers*, *prepositions*, *conjunctions*, *interrogatives*, *expletives*, and *particles*. They are called “structure-class words” because they supply the supporting structure for the form-class words. Unlike the form classes, the structure classes are relatively small and rarely add new members; and, with the exception of auxiliary verbs, they do not change form.

Exercise 13.1

Identifying Structure-Class Words

A. Directions: Label the class of each underlined word: determiner (det), auxiliary (aux), qualifier (qual), preposition (prep), conjunction (conj), interrogative (int), expletive (exp), or particle (part).

Example: Trading stocks on the Internet can be a very risky venture.
 prep aux det qual

1. The passengers were detained for several hours, but they were finally allowed to board the plane just before it took off.
2. Miranda was being rather secretive about her new boyfriend.
3. Our survey team has been asking voters about their candidate preferences.

4. His cousins looked on in amazement as Ethan very carefully sprinkled cinnamon and bacon bits on top of his cereal.
5. She wears her morals as a loose garment. [Langston Hughes]
6. There were several old friends who showed up for Dot's debut performance.
7. What kinds of apples are readily available at this time of year?
8. The story is told about Winston Churchill that on one occasion when he was corrected for ending a sentence with a preposition he responded with something like, "This is the sort of nonsense up with which I shall not put."

B. Directions: Locate all the structure words in the following sentences; underline and label them as you did in Part A. The number in parentheses at the end of the item tells you how many structure words are in that sentence.

1. Any mother could perform the job of several air traffic controllers with ease.
(6) [Lisa Alther]
2. The impersonal hand of the government can never replace the helping hand of a neighbor. (7) [Hubert Humphrey]
3. You can never be too rich or too thin. (4) [Wallis Warfield Simpson]
4. A résumé is a balance sheet without any liabilities. (4) [Robert Half]
5. The devil often cites Scripture for his purpose. (3) [Shakespeare]
6. In France cooking is a serious art form and a national sport. (4) [Julia Child]

*Exercise 13.2***Recognizing Word Classifications**

Directions: From each of the following sets of words, choose the one that does not belong in the same word class. These sets contain both form-class and structure-class words.

Example:

would, may, should, want, will

want is a predicated verb; the others are auxiliaries

1. after, at, with, upwards, into

2. or, and, some, because, when

- 3 college, class, instructor, grammar, learn

4. hungry, lovely, silly, obviously, angry

5. provoke, must, insist, suggest, persuade

6. an, my, all, how, first

7. now, soon, friendly, badly, often

8. very, quite, rather, many, too

9. happy, calm, peace, serene, joyous

10. built, garden, window, room, door

11. spinning, during, running, drinking, trying

12. belly, silly, bully, jelly, ally

Chapter 14

Pronouns

Pronouns oil the wheels of good prose, helping avoid unnecessary repetition and moving a passage along smoothly. It's the writer's responsibility to make sure that each pronoun refers clearly to its **antecedent** (the noun it stands for). A pronoun with more than one possible antecedent can be puzzling. Pronouns can also be confusing if they do not refer to specific antecedents.

Exercise 14.1

Using Pronouns Clearly

A. Directions: Examine the pronoun reference problems in the following passages. Then rewrite each passage to eliminate the problem. There may be more than one way to revise each passage.

Example: Clyde dropped his bowling ball on the patio and cracked it in three places.
What does *it* refer to? The bowling ball or the patio?

Rewrites: Clyde cracked his bowling ball in three places when he dropped it on the patio.

Clyde broke the patio in three places when he dropped his bowling ball on it.

1. Susan wrote to her friend Ann every Sunday when she moved to Madison.

2. Breathe in through your nose, hold it for a few seconds, and then breathe out through your mouth.

3. The computer program was constantly updated with new keyboard commands, which annoyed most users.

4. The employees learned last week that they are expected to enroll in an all-day business-writing seminar on Saturday. This has caused considerable resentment.

5. Will agreed with Sam that he needs to lower his expectations of first dates.

6. The police removed the wreckage from the scene and then photographed it.

B. Directions: Rewrite the following paragraph to get rid of all vague and ambiguous pronoun references. You may need to add words, take some out, or rearrange a few.

Myrtle and Marie were just finishing their second cup of coffee at Sandy's Country Kitchen when they told them they would have to leave. They complained that this wasn't fair, which they ignored. This made them furious, so she asked to speak to the manager, which proved to be a mistake. She came at once and told them that this wasn't a lounge; the restaurant was closing because they needed to go home. They protested that this was going to ruin its reputation for friendliness because they intended to tell all their friends about it. She said they could print it in the paper for all she cared, and then she turned on her heel and left them flabbergasted. Having no other recourse, they paid the bill and stomped out, vowing never to do it again.

PRONOUN CASE

Personal pronouns and the relative pronoun *who* change form when their functions change. This feature is called **case**. We use the *subjective case* (I, we, she, he, they, who) when the pronoun functions as the subject of a verb or as a subject complement. And we use the *objective case* (me, us, him, her, them, whom) when the pronoun is a direct object, indirect object, or object of a preposition. The pronouns *you* and *it* do not distinguish between subject and object functions.

The possessive case indicates possession, description, or origin. It's important to note that, unlike possessive nouns, personal pronouns have no apostrophe in the possessive case: *his, hers, its, theirs, whose*.

Exercise 14.2

Deciding on Pronoun Case

A. Directions: Underline or circle the correct pronoun in each sentence.

1. You can't win if you run against Malcolm and (she/her).
2. For the next big dance, Ashley and (I/me) are not going to go with dates.
3. Many times, (we/us) students don't understand our assignments and don't ask enough questions about (it, them).
4. Greg Jones is the person (who/whom) I trust most in the world.
5. Stanley went to visit his mother, (who/whom) he called "Mumsy."
6. Did both (she/her) and Cecil volunteer to clean up after dinner?
7. Although thirty people are competing, everyone knows the race is really between Ralph and (I, me).

8. We decided on the person (who/whom) fit into the team rather than the one with perfect qualifications.
9. The co-chairs for the finance committee are Darla and (me, I).
10. The instructor insisted that (we/you) proofread (our/your) writing by hand instead of depending on the computer spellchecker.
11. The Cultural Coalition is an organization (who's, whose) members have dedicated themselves to supporting and promoting the arts.

B. Directions: Using *its* or *it's*, fill in the blanks in the following sentences with the correct form.

1. The army forces _____ recruits to do aerobic exercise.
2. Undoubtedly _____ a good idea to keep the soldiers fit.
3. The military needs _____ forces in fighting shape.
4. To gain _____ full benefits, exercise must be strenuous.
5. In order to exercise regularly, _____ helpful to have a drill sergeant to force you.

Test Exercise 14.3

Identifying Pronouns

Directions: Underline the pronouns in the following sentences. Identify the subclass to which each pronoun belongs. Place your labels below the underlined pronouns: personal (pers), reflexive (refl), intensive (int), reciprocal (recp), demonstrative (dem), relative (rel), interrogative (inter), indefinite (ind). Remember that some pronouns also function as determiners, but they are still pronouns (because they refer to antecedents): so mark them. [Answers are not given.]

Example: Someone was standing in the shadows, but I couldn't see who it was.
ind pers inter pers

1. We gave haircuts to each other; they look terrible.
2. Theirs look better than mine.
3. Who ate all the fudge?
4. The coach blames himself for the loss of Friday's game.
5. Everyone takes advantage of me because of my generous nature.
6. The financial aids office will try to find a work-study job for whoever wants one.
7. You must take the initiative yourself.

8. Many politicians are obligated to the big contributors who helped them get elected.
9. One hour of studying was enough for her.
10. Is that the book which the dramaturge couldn't find yesterday?
11. We were not surprised to see several of our friends at the concert with us.

Test Exercise 14.4

Reviewing Word Classes

Directions: Identify the class of every word in the following sentences. Place your labels below the words: noun (n), verb (vb), adjective (adj), adverb (adv), determiner (det), auxiliary (aux), qualifier (qual), preposition (prep), conjunction (conj), expletive (exp), particle (part), pronoun (prn). [Answers are not given.]

Example:

A clean glove often hides a dirty hand. (English proverb)
det adj n adv vb det adj n

1. Money will buy a pretty dog, but it will not buy the wag of its tail.
[Josh Billings]
2. Nothing happens until something moves. [Albert Einstein]
3. If love is the answer, could you rephrase the question? [Lily Tomlin]
4. Television has raised writing to a new low. [Sam Goldwyn]
5. Do not needlessly endanger your lives until I give you the signal.
[Dwight D. Eisenhower]
6. You are young only once, but you can be immature forever. [Germaine Greer]

7. My folks did not come over on the Mayflower; they were there to meet the boat. [Will Rogers]
8. A lot of parents pack up their troubles and send them off to camp.
[Raymond Duncan]
9. Show me a good loser, and I will show you a failure. [Paul Newman]
10. She never lets ideas interrupt the easy flow of her conversation. [Jean Webster]
11. General notions are generally wrong. [Lady Mary Wortley Montagu]
12. When the insects take over the world, we hope they will remember our picnics
with gratitude. [Anonymous]

Answers to the Exercises

Answers are provided for all items in regular exercises. However, answers for the Test Exercises are not given; they are available only to instructors online.

Exercise 1.1 (p. 2)

1. Ungrammatical. We're having pizza for dinner.
2. Ungrammatical. He gave his best friend a call.
3. Grammatical but nonstandard. The standard would be "between you and me."
4. Ungrammatical. Ring the bells loudly. Or: The bells ring loudly. Or: Loudly the bells ring.
5. Ungrammatical. Eleven soccer players ran out onto the field. Or: Out onto the field ran eleven soccer players.
6. Grammatical but nonstandard. The preferred form would be "I don't trust anybody" or "I trust nobody."
7. Ungrammatical. Your three kittens are very tiny.
8. Grammatical.

Exercise 1.2 (p. 3)

1. Some people object to the use of *hopefully* as a sentence modifier. See p. 193 in *Understanding English Grammar*, 9th ed. Rewrite: "We hope our flight will not be delayed."
2. The singular use of *they* and *their* is not yet accepted in standard usage. See p. 301 in *UEG/9*. Rewrite: "Everyone should vote [cast a vote] in the next election."
3. The use of passive voice is not a usage error, although teachers and handbooks often prefer active voice. See p. 100 in *UEG/9*. The active version would be shorter and more direct: "The court has decided the matter."
4. For most writers the warning not to end a sentence with a preposition is unnecessary and pedantic. A rewrite—"Here is the memo about which I told you"—does not sound natural. See p. 277 in *UEG/9*.
5. The object case of the interrogative pronoun is grammatically correct but sounds pretentious in the opening position: "Whom should we believe...?" See p. 140 in *UEG/9*.

6. The relative pronoun is the object in its clause: “whom you met...” See p. 293 in *UEG/9*.
7. A split infinitive is acceptable to most readers. See p. 119 in *UEG/9*. A rewrite would alter the meaning slightly: “...expects to triple it sales and more next year.”
8. The verb in the “when” clause is intransitive, so the correct form would be *lie*, although most dictionaries now list *lay* as intransitive. See p. 79 in *UEG/9*.
9. The possessive of personal pronouns (*its*) do not have an apostrophe. See p. 292 in *UEG/9*.
10. Names of relatives (*nieces*, *mother-in-law*) are not capitalized when preceded by a determiner; names of seasons (*fall*) are not considered proper nouns. See p. 249 in *UEG/9*.

Exercise 1.3 (p. 5)

These are suggested rewrites; you may come up with others.

1. A major cell phone company recently reported that men use their phones as often as women do.
2. I was upset to see how thoroughly the rain had soaked my new clothes.
3. The plate that connects the front suspension to the frame of your car might be defective. If it fails, you would not be able to steer, especially if you brake hard.
4. The federal government had to repay several million Americans who did not receive an accurate cost-of-living increase in their Social Security checks last year.
5. I think Desdemona is much too submissive; she allows herself to be killed without a fight.
6. The AIDS epidemic is a serious threat throughout the world, especially in Africa.
7. People who want to lose weight and increase fitness can choose from a variety of diet-and-exercise programs.
8. The governor explained his reform proposal at length, but the audience was clearly not interested and missed the point entirely.

Exercise 1.5 (p.9)

- A.
1. Doesn't it look like the king? Or: It looks like the king, doesn't it?
 2. Why do you rejoice? What conquests does he bring home?
 3. Be true to yourself and you cannot, then, be false to anyone else.
 4. This was the unkindest [or least kind] cut of all.
 5. Do not think, you noble Roman, / That Brutus would ever go bound to Rome.
 6. Do you want to hear how I did it?
- B.
1. between you and me
 2. What are you doing?
 3. face to face
 4. too good to be true
 5. as far as I know
 6. in over my head
 7. be right back
 8. laugh out loud
 9. just kidding
 10. got to go
 11. parents in room (alert)
 12. Sounds like a plan.

Other very common texting abbreviations are OMG (Oh my god!), BFF (best friends forever), IMO (in my opinion), AFK (away from keyboard), L8R (later).

Exercise 2.1 (p. 13)

- A.
1. *stays*: verb—present tense, -s form; other forms would be *stayed*, *staying*
time: noun—marked by determiner *a*; plural would be *times*, possessive would be *time's*
 2. *come*: verb—other forms would be *came* and *coming*; can be used with an auxiliary (*would come*, *has come*)
surface: noun—marked by the determiner *the*; can be made plural (*surfaces*) and possessive (*surface's*)

often: adverb—no form clues, but indicates frequency and can be moved in the sentence

3. *waters*: noun—plural -s ending; marked by the determiner *the*
huge: adjective—can be qualified (*very huge*); comparative and superlative forms would be *huger*, *hugest*
creatures: noun—plural -s ending; marked by the determiner *these*
4. *small*: adjective—can be qualified (*very small*); comparative and superlative forms would be *smaller* and *smallest*
blue: adjective—*very blue*, *bluer*, *bluest*
eats: verb—-s ending; other forms would be *ate* and *eating*
5. *playful*: adjective—can be qualified (*very playful*); comparative and superlative forms would be *more playful* and *most playful*
sometimes: adverb—no form clues, but means “how often” and can be moved
6. *align*: verb—*aligns*, *aligned*, *aligning*
horizontally: adverb—ends in -ly; tells “how”
bodies: noun—plural form; marked by determiner *their*

- B.
1. The new contestant appeared nervous.
 adj N V adj
 2. The famous host played shamelessly to the audience.
 adj N V adv N
 3. Many members of the crowd dutifully applauded his inane remarks.
 N N adv V adj N
 4. The director often interrupts the program with insincere encouragement.
 N adv V N adj N
 5. The astute critics panned the show mercilessly.
 adj N V N adv

Exercise 2.2 (p. 17)

- A.
1. My relatives have many odd habits.
 2. Aunt Flo has an extensive collection of old umbrellas.
 3. Aunt Flo's umbrella collection decorates her front porch.
 4. Her oldest son keeps a pet mongoose in the garage.
 5. My older brother built a geodesic dome for his second wife.
 6. Our cousins from Atlanta make an annual pilgrimage to the Mojave Desert.
 7. Their maternal grandmother dresses her three small dogs in colorful sweaters.
 8. Uncle Silas's son plays the kazoo in a marching band.
 9. This eccentric behavior rarely causes problems with the neighbors.
 10. Some members of the family never attend the annual family reunion.

- B.
- | | | |
|-----|-------------|---------------------------------------|
| 1. | <u>They</u> | <u>My relatives</u> |
| 2. | <u>She</u> | <u>Aunt Flo</u> |
| 3. | <u>It</u> | <u>Aunt Flo's umbrella collection</u> |
| 4. | <u>He</u> | <u>Her oldest son</u> |
| 5. | <u>He</u> | <u>My older brother</u> |
| 6. | <u>They</u> | <u>Our cousins from Atlanta</u> |
| 7. | <u>She</u> | <u>Their maternal grandmother</u> |
| 8. | <u>He</u> | <u>Uncle Silas's son</u> |
| 9. | <u>It</u> | <u>This eccentric behavior</u> |
| 10. | <u>They</u> | <u>Some members of the family</u> |

Exercise 2.3 (p. 21)

1. to the top of the mountain [*adv*]; of the mountain [*adj*]
2. of the Cleveland Cavaliers [*adj*]; in 2010 [*adv*]
3. On a cold November afternoon [*adv*]; at his office [*adv*]
4. According to Mark Twain [*adv*]; on a riverboat [*adj*]; for adventure [*adj*]
5. from my study group [*adj*]; around the campus [*adj*]; on sunny days [*adv*]
6. In spite of an aversion to public appearances [*adv*]; to public appearances [*adj*]; throughout the campaign [*adv*]

7. in our botany class [*adj*]; about wild turkeys [*adj*]
8. During the night [*adv*]; behind the garage [*adv*]
9. with stand-by tickets [*adj*]; by the gate [*adv*]; for an hour [*adv*]
10. Because of a computer error [*adv*]; until next month [*adv*]

Exercise 3.1 (p. 27)

1. Tryouts for the spring musical | begin | in a few days. (VI)

NP	V	prep phr
subj	pred vb	adv
2. The director | posted | the casting call | yesterday. (VII)

NP	V	NP	adv
subj	pred vb	dir obj	
3. My girlfriend | is | extremely nervous | about her audition. (II)

NP	V	qualified adj	prep phr
subj	pred vb	subj comp	adv
4. She | once | played | the part of Maria in *West Side Story*. (VII)

Prn	adv	V	NP
subj		pred vb	dir obj
5. Her parents | consider | that performance | a great theatrical triumph. (X)

NP	V	NP	NP
subj	pred vb	dir obj	obj comp
6. A freshman from Chicago | is | everybody's pick for the male lead. (III)

NP	V	NP
subj	pred vb	subj comp
7. My roommate | remains | confident | of his chances. (IV)

NP	V	adj	prep phr
subj	pred vb	subj comp	adv
8. The other competitors | are | usually | in the audience. (I)

NP	V	adv	prep phr
subj	pred vb	adv/TP	

9. They | graciously | give | their fellow actors | a hearty round of applause. (VIII)

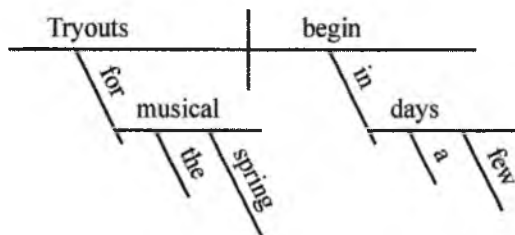
Prn	adv	V	NP	NP
subj		pred vb	ind obj	dir obj

10. The unsuccessful aspirants | often | become | members of the technical crew. (V)

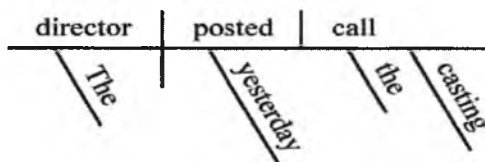
NP	adv	V	NP
subj		pred vb	subj comp

Diagrams:

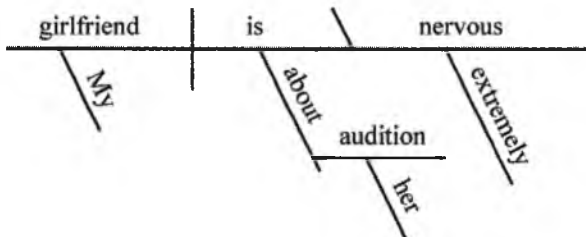
1.



2.



3.



4.

She played part of Maria in *West Side Story*

5.

parents | consider | performance | triumph
Her | that | a | great | theatrical

6.

freshman is pick
A from Chicago
everybody's for lead
the male

7.

roommate | remains | confident
My | of | chances
his

8.

competitors	are	
The	usually	in audience
other		the

9.

They	give	round
	graciously	a hearty of applause
	actors	
	their	
	fellow	

10.

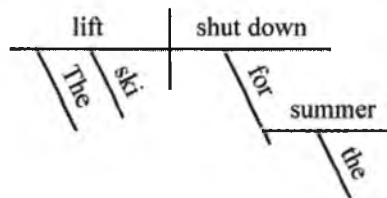
aspirants	become	members
The	often	of crew
unsuccessful		the technical

Exercise 3.2 (p. 30)

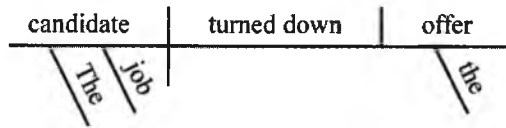
1. linking, pattern IV
2. transitive, pattern VII
3. linking, pattern V
4. linking, pattern IV
5. transitive, pattern VII
6. linking, pattern IV
7. transitive, pattern VII
8. intransitive, pattern VI
9. transitive, pattern VII
10. linking, pattern V
11. linking, pattern IV
12. transitive, pattern VII
13. intransitive, pattern VI
14. linking, pattern IV
15. linking, pattern IV
16. intransitive, pattern VI
17. linking, pattern V

Exercise 3.4 (p. 34)

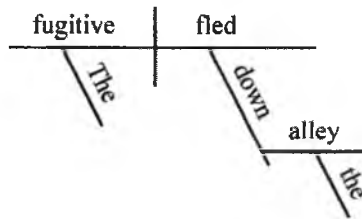
1. The ski lift | shut down | for the summer. (VI)



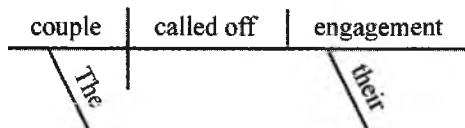
2. The job candidate | turned down | the offer. (VII)



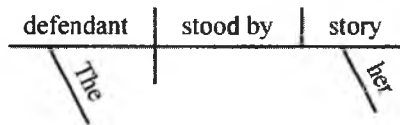
3. The fugitive | fled | down the alley. (VI)



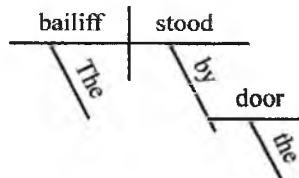
4. The couple | called off | their engagement. (VII)



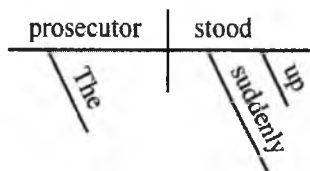
5. The defendant | stood by | her story. (VII)



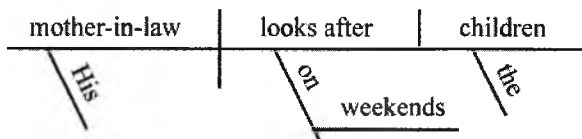
6. The bailiff | stood | by the door. (VI)



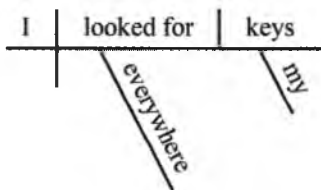
7. The prosecutor | suddenly | stood up. (VI)



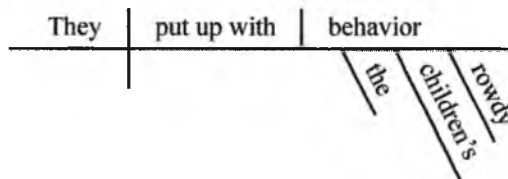
8. His mother-in-law | looks after | the children | on weekends. (VII)



9. I | looked for | my keys | everywhere. (VII)



10. They | put up with | the children's rowdy behavior. (VII)



Exercise 3.5 (p. 35)

- A.
1. declarative (VII)
 2. imperative (VII)
 3. imperative (VIII)
 4. interrogative (III)
 5. exclamatory (III)
 6. interrogative (II)
 7. declarative (VI)
 8. exclamatory (IV)
 9. imperative (IX)
 10. interrogative (I)

Exercise 4.1 (p. 41)

1. has won: pres + have +-en + win
2. is feeling: pres + be + -ing + feel
3. have been planning: pres + have + -en + be +-ing + plan
4. could be: past + can + be
5. had expected: past + have + -en + expect
6. may have been trying: pres + may + have + -en + be + -ing + try
7. understand: pres + understand
8. should give: past + shall + give
9. can be: pres + can + be
10. may have arrested: pres + may + have + -en + arrest

Exercise 4.2 (p. 43)

- | | |
|------------------------|----------------------------|
| 1. were reading | 2. had taken |
| 3. were being | 4. could have helped |
| 5. have been finishing | 6. should have spent |
| 7. are going | 8. will be starting |
| 9. had had | 10. might have been making |

Exercise 4.3 (p. 46)

1. *Pleaded* is traditionally the preferred form, but *pled* is acceptable in American English.
2. *Shone* is intransitive; *shined* is transitive.
3. *Sneaked* is considered standard, especially in formal written English, but widespread use of *snuck* has become common in speech; it is now used by educated speakers in all regions.
4. *Weaved* means “moved somewhere by turning and changing direction” and is used only in this context, as in the sample.
5. Regional American dialects vary in the use of these two verbs. Northern dialects seem to favor *woke*; *waked* is heard more often in Southern dialects, as in “The baby waked up early.” However, both usages are considered acceptable.
6. *Flied* means “hit a ball in baseball high into the air” and is used only in this context.
7. *Dived* is the older form and is preferred by some, but both past tense forms are acceptable.
8. The standard past tense for *drag* is *dragged*; *drug* is considered nonstandard or dialectic.
9. *Knit* is the predominant form; *knitted* is considered an acceptable variant.
10. *Lighted* and *lit* are both acceptable.

Exercise 4.4 (p. 48)

Our cat loves to sit (or lie) in the sun. Every morning after the sun rises, when I raise the window shade, the cat jumps up and sits (or lies) on the window sill. Our dog, however, is a lazy creature who would rather lie around on the rug all day and sleep. Yesterday he lay there the entire day. Once in a while he raises his head from the rug and looks around to see what the cat is doing. Sometimes my mother takes the cat outdoors and sets her on the porch swing. She sits there for hours.

Exercise 4.5 (p. 49)

The changed verbs are underlined.

(1) Bowser, the huge sheep dog who lives next door, has a shaggy coat and a loud, resounding bark. (2) He is friendly and loves to be petted, but his size frightens children. (3) He gets so excited when kids come around that he knocks them down like bowling pins. (4) So he spends his time barking at squirrels, or else he gallops along the fence and terrorizes our tiny fox terrier. (5) Bowser really needs to live on a farm and have animals his own size to play with.

Exercise 5.1 (p. 55)

1. past + invent; past + be + -en + invent
The indelible marker was invented by Sidney Rosenthal in 1952.
2. pres + have + -en + use; pres + have + -en + be + -en + use
Magic Markers have been used for branding cattle, camouflaging fishing lines, and marking up buildings and subway cars.
3. pres + sell; pres + be + -en + sell
More than half a billion markers are sold each year.
4. pres + distrust; pres + be + -en + distrust
Dr. Carpenter is distrusted by most of his colleagues.
5. pres + have + -en + alter; pres + have + -en + be + -en + alter
Our vacation plans for the summer have been altered by [because of] the price of gasoline.
6. pres + can + dispense with; pres + can + -be + -en + dispense with
Passive verbs cannot be dispensed with entirely. ["entirely" may be placed elsewhere]
7. pres + will + regulate ; pres + will + be + -en + regulate
The humidity in the nurseries will be regulated by the new air-conditioning unit.
8. pres + must + take; pres + must + be + -en + take
A writing competency exam must be taken by every candidate for graduation.

9. pres + be + -ing + discuss; pres + be + -ing + be + -en + discuss
Laura's strange disappearance is being discussed [by the whole town].
10. past + have + board up; past + have + be + -en + board up
All the windows and doors had been boarded up.

Exercise 5.2 (p. 59)

1. Someone turned in my wallet to the lost-and-found department. (VII)
2. The cookbook inadvertently omitted several ingredients from the cheesecake recipe. (VII)
3. More than 17,000 islands make up the country of Indonesia. (VII)
4. No one has told my father about my brother's escapade in Spain. (VII)
5. The Boy Scouts are collecting donations for the local food bank. (VII)
6. The bank approved Paula's credit card application. (VII)
7. Members of Congress are calling the president's economic plan a failure. (X)
8. We will give your suggestions thoughtful consideration. (VIII)
9. Both fortune and love befriend the bold. (VII)
10. We must understand life backward but live it forward. (VII, VII)

Exercise 5.4 (p. 63)

Here is original passage from Hemingway's *For Whom the Bell Tolls*:

There was a worn, blackened leather wine bottle on the wall of the sentry box, there were some newspapers, and there was no telephone. There could, of course, be a telephone on the side he could not see; but there were no wires running from the box that were visible. A telephone line ran along the road and the wires were carried over the bridge. There was a charcoal brazier outside the sentry box made from an old petrol tin with the top cut off and holes punched in it, which rested on two stones; but it held no fire. There were some fire-blackened empty tins in the ashes under it.

Exercise 5.5 (p. 64)

These are sample revisions; other good revisions are possible.

1. Most team members felt that we needed a clearly defined leader.
2. To live in an open-plan loft in a big city of Europe is my ideal.

3. I hesitate to go into business with a close friend for three reasons.
4. The concert was so crowded that no one had enough room to dance.
5. We simply must decide early what to serve for dinner on Saturday night, rather than make a rushed decision at the last minute.
6. Love and support surrounded me throughout my childhood and adolescence.
7. No one has ever made any concerted attempts to solve the mystery.

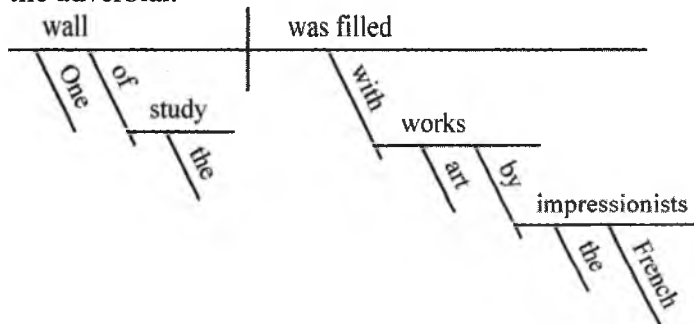
Exercise 5.6 (p. 65)

These are some possibilities; you may think of others.

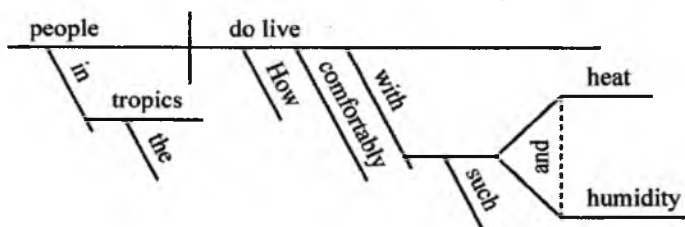
1. It was the onions that ruined the stew.
2. It was in the final seconds of overtime that Angela scored the winning goal.
3. There was a heavy rain that reduced the visibility to zero.
4. There were no tickets available this morning.
5. What is bringing new hope to people with Alzheimer's disease is the new technology of brain imaging.
6. There is a new version of this story that illustrates the author's originality.
7. What convinced the jury was the defendant's consistent testimony.
8. There is a larger perspective that is always needed in the appreciation of art, or life.

Exercise 6.1 (p. 70)

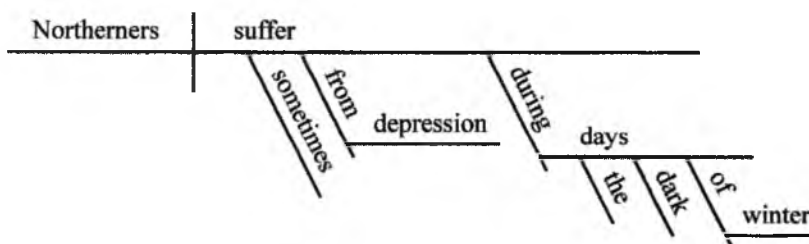
1. with art works by the French impressionists [*modifies* was filled];
 "by the French impressionists" is an adjectival prep phrase embedded in the adverbial.



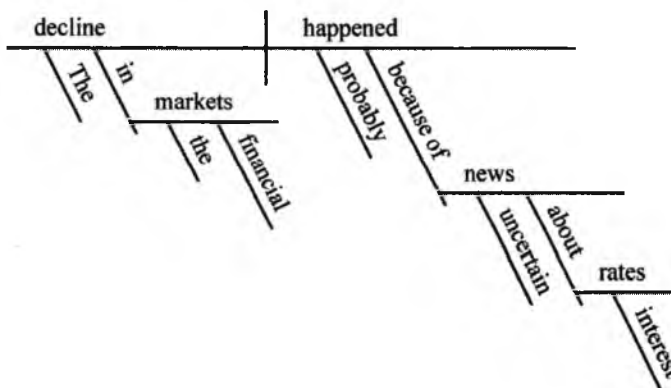
2. How, comfortably, with such heat and humidity (*all modify* do live)



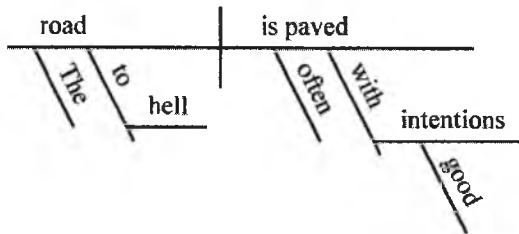
3. sometimes, from depression, during the dark days of winter [*all modify* suffer]; "of winter" is an embedded adjectival prep phrase.



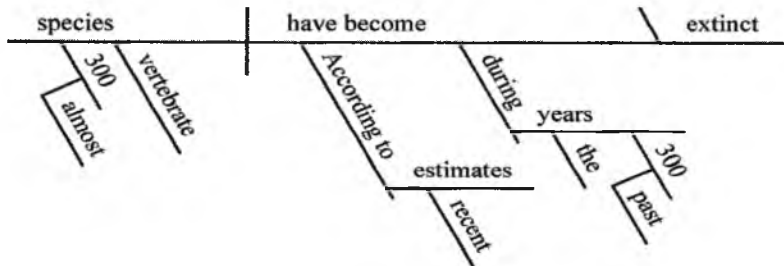
4. probably, because of uncertain news about interest rates (*both modify* happened); "about interest rates" is an embedded adjectival prep phrase



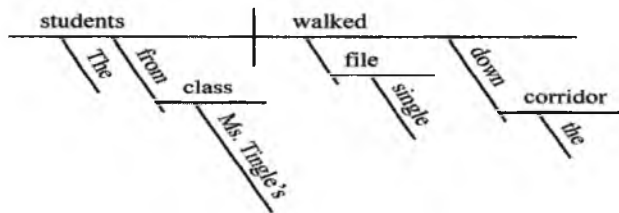
5. often, with good intentions [*both modify* is paved]



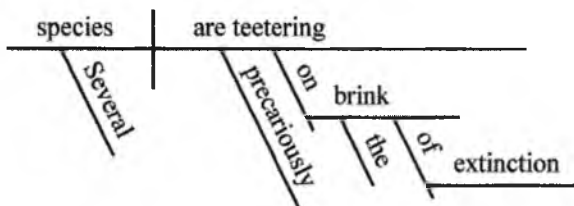
6. According to recent estimates, during the past 300 years (*both modify* have become)



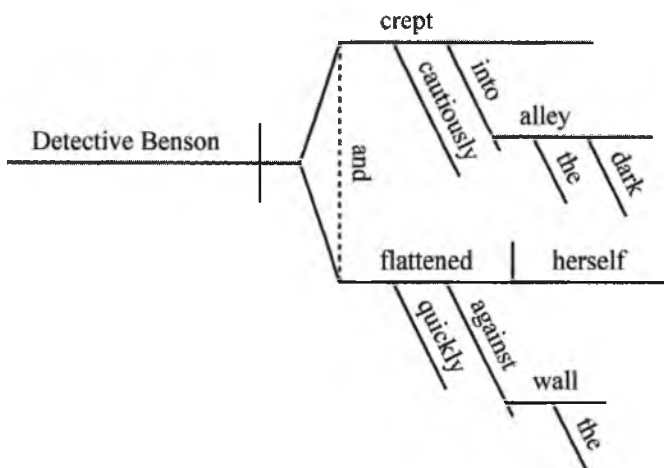
8. single file, down the corridor (*both modify* walked)



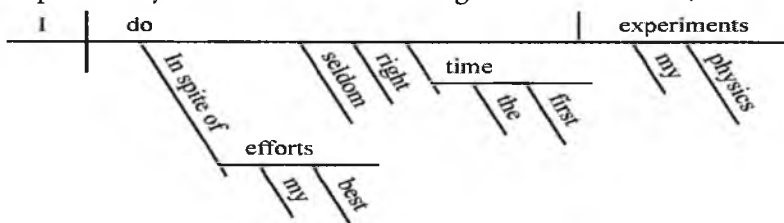
7. precariously, on the brink of extinction [*both modify* are teetering]; "of extinction" is an embedded adjectival prep phrase.



9. cautiously, into the dark alley [*both modify crept*]; quickly, against the wall [*both modify flattened*]

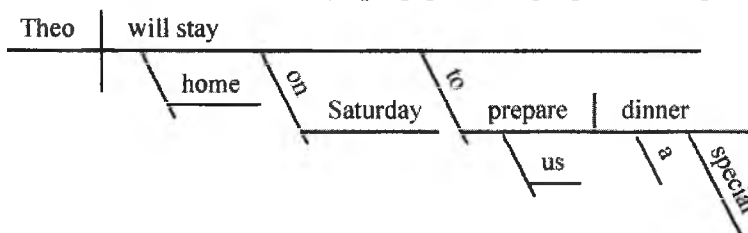


10. In spite of my best efforts, seldom, right, the first time (*all modify do*)

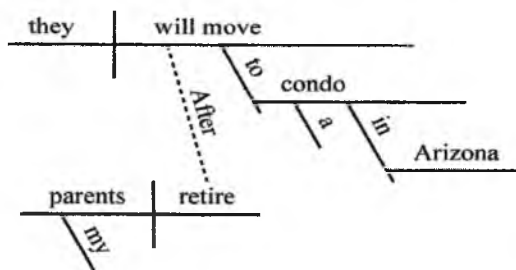


Exercise 6.2 (p. 73)

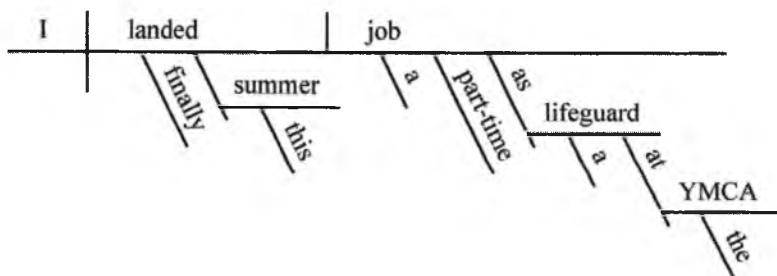
1. home [noun]; on Saturday [prep phr]; to prepare us a special dinner [inf phr]



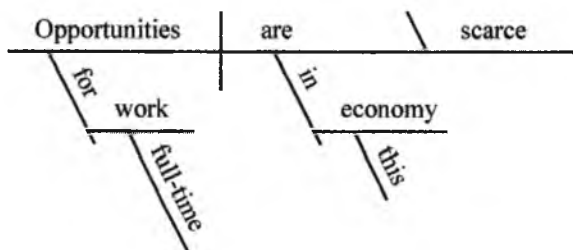
2. After my parents retire [clause]; to a condo in Arizona [prep phr]; “in Arizona” is an embedded adjectival prep phr.



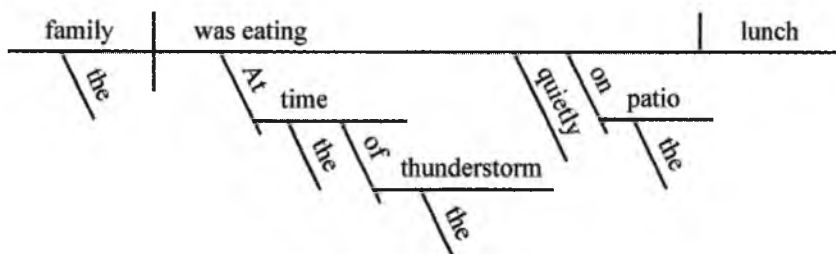
3. finally [adv]; this summer [NP]



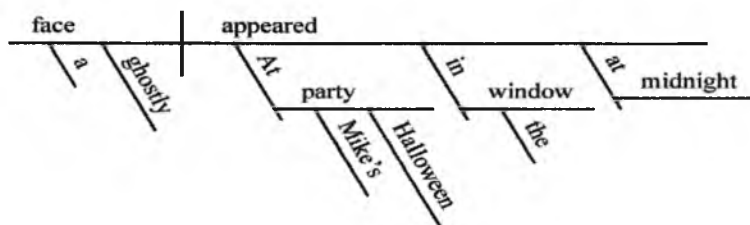
4. in this economy [prep phr]



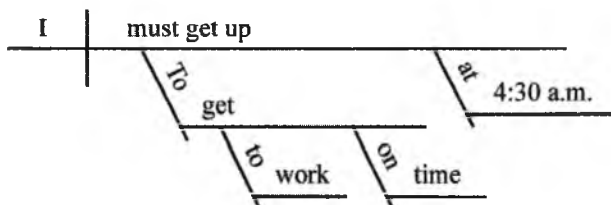
5. At the time of the thunderstorm [prep phr]; quietly [adv]; on the patio [prep phr]; “of the thunderstorm” is an embedded adjectival prep phr.



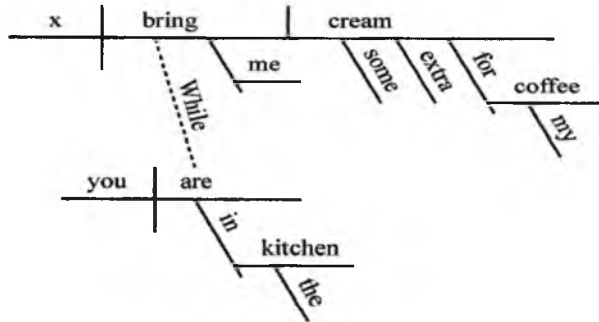
6. At Mike's Halloween party [prep phr]; in the window [prep phr]; at midnight [prep phr]



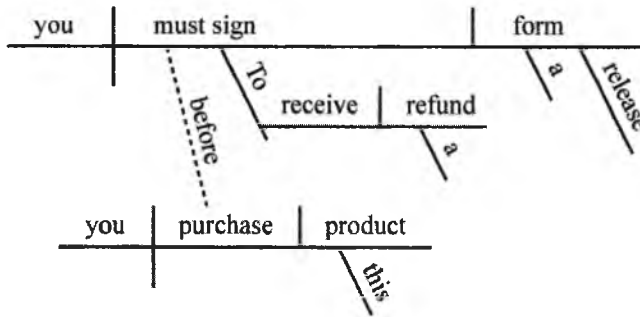
7. To get to work on time [inf phr]; to work [prep phr]; on time [prep phr]; at 4:30 a.m. [prep phr]



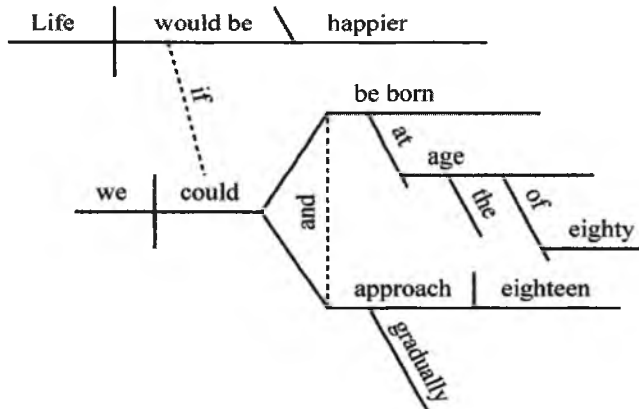
8. While you are in the kitchen [clause]; in the kitchen [prep phr]



9. To receive a refund [inf phr]; before you purchase this product [clause]:



10. if we could be born at the age of eighty and gradually approach eighteen [clause]; at the age of eighty [prep phr]; gradually [adv]; "of eighty" is an embedded adjectival prep phr



Exercise 6.3 (p. 74)

1. To keep its audiences happy [*inf—adv*]
2. to spite your face [*inf—adv*]
3. to a college in Michigan [*prep—adv*]; to be near her family [*inf—adv*]
4. to the registrar [*prep—adv*]; to get on the transfer list [*inf—adv*]
5. To get a better view [*inf—adv*]; to the top of the monument [*prep—adv*]
6. to the Constitution [*prep—adj*]; to a speedy and public trial [*prep—adj*]
7. to get closer to the stage [*inf—adv*]; to the stage [*prep—adv*]
8. To get detailed directions for our trip to Mt. Hood [*inf—adv*]; to Mt. Hood [*prep—adj*]; to the Internet [*prep—adv*]
9. to the computer show [*prep—adv*]; to check out the new laptops [*inf—adv*]
10. to remove a fly from a friend's forehead [*inf—adv*]

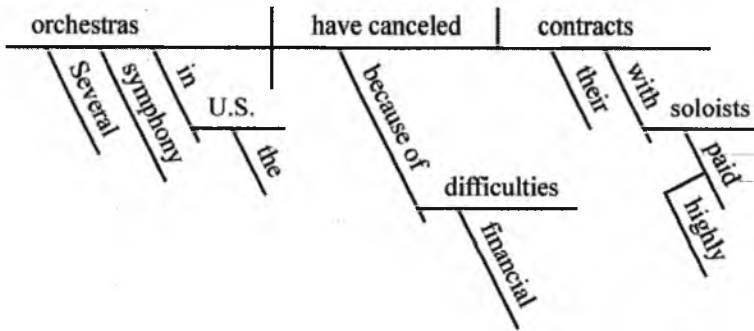
Exercise 7.1 (p. 80)

1. In my opinion, the candidate's rash remarks have raised serious questions for
poss HW poss NP HW HW
pro
many voters.
indef HW
pro
[The possessive noun *candidate's* has its own determiner—*the*, an article.]
2. Several students dropped out of my botany class after the midterm exam.
ind HW poss HW art HW
pro pro
3. Our exams in that class would have challenged Luther Burbank.
poss HW dem HW HW
pro pro

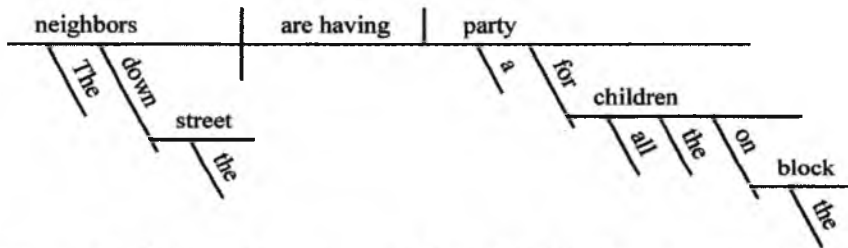
4. Many winners of this year's Oscars were complete surprises.
 ind HW poss NP HW HW
 pro [This is a determiner for *year's*.]
5. Few substitute teachers in the public schools can serve a full year without
 ind HW art HW art HW
 pro
 any problems.
 ind HW
 pro
6. My cousin's second husband came from Ireland.
 poss NP numb HW HW
 [My is a determiner for *cousin's*]
7. Their oldest son works in his uncle's office in Dublin.
 poss HW poss NP HW HW
 pro
 [The possessive noun *uncle's* has its own determiner—*his*, a possessive pronoun.]
8. The hockey team scored three goals in the first period of last night's game.
 art HW numb HW art numb HW poss NP HW
 [Last is a determiner for *night's*.]
9. Our team will probably win the division championship this year.
 poss HW art HW dem HW
 pro
10. Clarice made these beautiful quilts out of scraps from her family's old clothes.
 HW dem HW HW poss NP HW
 Pro [Her is a determiner for *family's*]

Exercise 7.2 (p. 82)

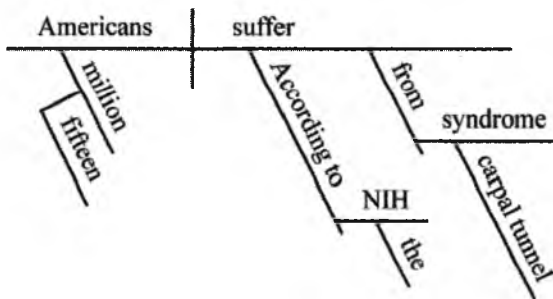
1. in the U. S. [adj]; with highly paid soloists [adj]; because of ... difficulties [adv]



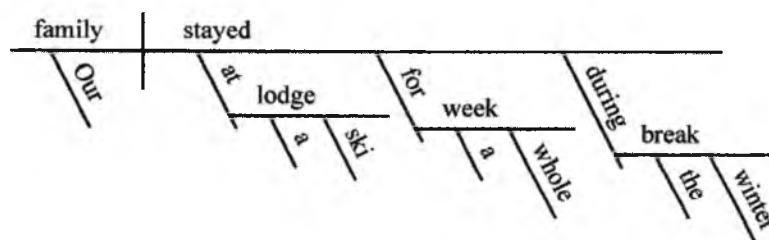
2. down the street [adj]; for . . . children on the block [adj]; on the block [adj]



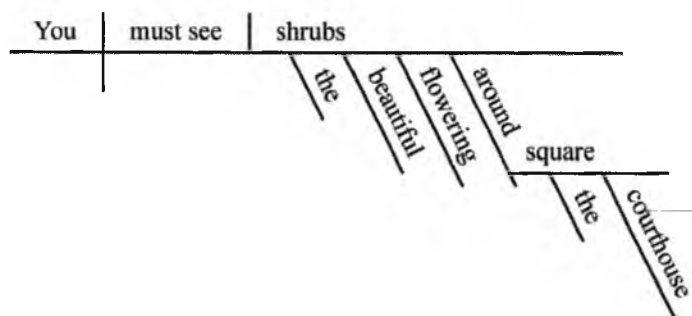
3. According to the National Institutes of Health [adv]; from . . . syndrome [adv]



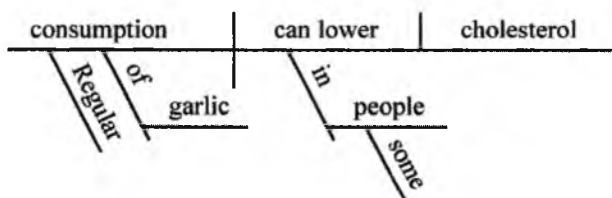
4. at a ski lodge [adv]; for a whole week [adv]; during . . . break [adv]



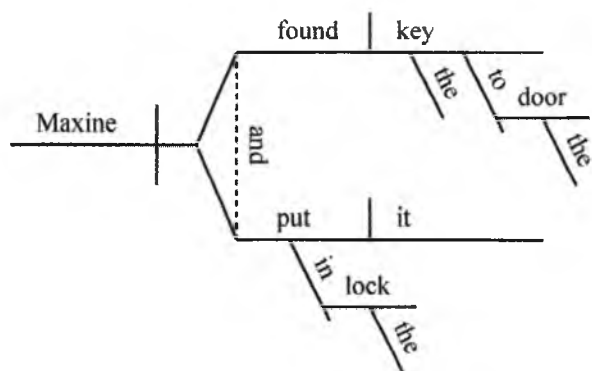
5. around the courthouse square [adj]



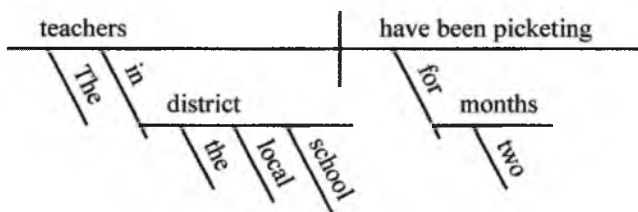
6. of garlic [adj]; in some people [adv]



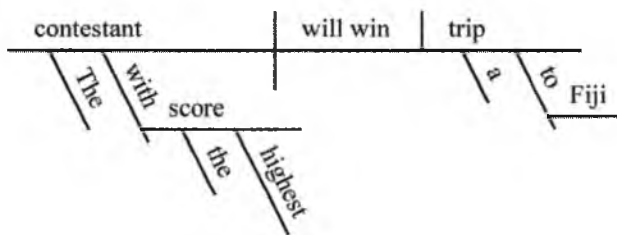
7. to the door [adj]; in the lock [adv]



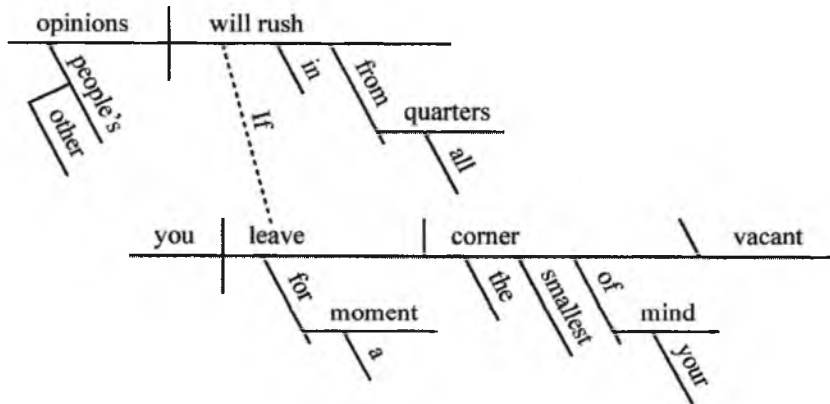
8. in the local school district [adj]; for two months [adv]



9. with the highest score [adj]; to Fiji [adj]



10. of your mind [adj]; for a moment [adv]; from all quarters [adv]



Exercise 7.3 (p. 85)

1. [that] the Arabs introduced to Sicily in the eighth century (*restrictive*)
2. flour, which comes from hard durum wheat. (*nonrestrictive*)
3. al dente, which is Italian for "to the tooth" and means "not too soft." (*nonrestrictive*)
4. farina, which yields a softer product and cannot be cooked ad dente. (*nonrestrictive*)
5. that are added to pasta dough (*restrictive*)
6. when all pasta was hand-rolled. (*restrictive*)
7. that force ingredients through holes in a copper plate. (*restrictive*)
8. thickness, which are cut by slitters. (*nonrestrictive*)
9. Dried pastas, which often have ridges or bumps, are (*nonrestrictive*)
10. the English, who had discovered it on their travels to Italy. (*nonrestrictive*)
11. Americans, who eat about twenty pounds per person annually. (*nonrestrictive*)
12. [that] Americans eat most (*restrictive*)

Discussion question: *That* clauses are restrictive and not set off by commas (sentences 5 and 7); *which* clauses are usually nonrestrictive and are set off with commas (sentences 2, 3, 4, 8, and 9). *That* has been dropped from the clauses in sentences 1 and 12; these clauses are, by definition, restrictive and not punctuated.

Exercise 7.6 (p. 93)

These are suggested revisions; you may come up with others.

A.

1. When we were growing up poor in rural Kansas, summers always meant extra chores, a day job, and little time for a vacation.
2. To fix the problems with the draft of your essay, you need to go to the writing center.
3. Excited by the pounding music, we had no choice but to join the crowd on the dance floor.
4. Although the students were not completely finished with the test, the proctor told them to put their pencils down anyway.
5. The coaches decided to revise the team's code of conduct, which was outdated and completely unworkable.
6. Looking at the data closely, the committee found many irregularities.

B.

1. In our neighborhood all dogs must be leashed and accompanied by an adult.
2. While traveling by auto with his wife, a Reno man encountered a range cow on the road.
3. Abraham Lincoln wrote the Gettysburg Address on the back of an envelope while he was traveling from Washington to Gettysburg.
4. At the end of the party, the hostess gave balloons in the shape of fantastic animals to all the children.
5. A memorial service for Maud Hawkins, who died last week, will be held next Wednesday evening, at the request of her family.
6. On our walk we noticed lots of litter and trash on Main Street.

Exercise 8.2 (p. 99)

1. Representative Henry Waxman, a Democrat from California, chairs the
2. The deepest part of the ocean, the Marianas Trench, is located
3. Richard Jordan Gatling, a self-taught inventor from Indiana, invented the
4. His weapon, the Gatling gun, could mow down
5. Gatling, the son of a slaveholder, refused

6. Chinua Achebe, a Nigerian novelist, has been called
7. Achebe's masterpiece, *Things Fall Apart*, is one of the
8. My brother, Rafael, is a terrific soccer player. [The commas indicate the writer has only one brother. Without commas, the restrictive appositive would identify which of the writer's brothers is a terrific soccer player.]
9. You lack the one ability needed for this job—a commitment to the task at hand. [You could use a colon instead of a dash.]
10. Duncan Hines, one of America's most successful food manufacturers, began his career by writing *Adventures in Good Eating*, a traveler's guide to America's best restaurants.

Exercise 8.3 (p. 103)

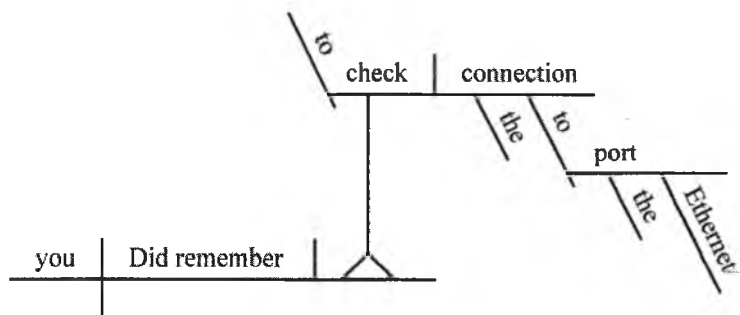
- A.
1. Leaving the scene of the accident: gerund, subject
 2. finding my car keys: gerund, subject complement
 3. to open a birth control clinic: infinitive, appositive
 4. To search for the causes of declining test scores: infinitive, subject
 5. being in the right place at the right time and doing something about it: compound gerunds, subject complement
 6. to sell your car: infinitive, subject complement ("to save money" is adjectival)
 7. protecting our lakes and rivers: gerund, object of preposition
 8. to be in the hospital during the holidays: infinitive, delayed subject
 9. to lend me the money for tuition: infinitive, direct object
 10. telling a few jokes: gerund, object of preposition ("sensing the crowd's uneasiness" is an adjectival participle)

B. These are some of several possible combinations:

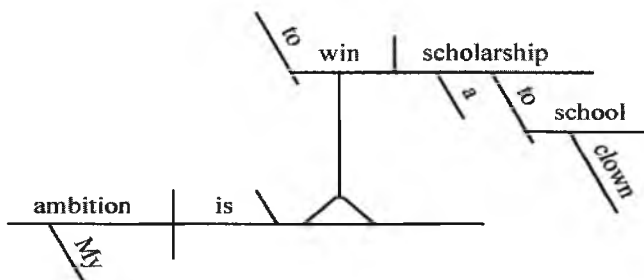
1. Jogging for thirty minutes every day will help you control your weight.
2. Leaving the concert before Maria's solo would be rude.
3. Two witnesses reported seeing the suspect near the entrance of the bank.
4. Our writing teacher helped us to complete our projects.
5. Ms. Graham chose to welcome the new investor into the company.

Exercise 8.4 (p. 105)

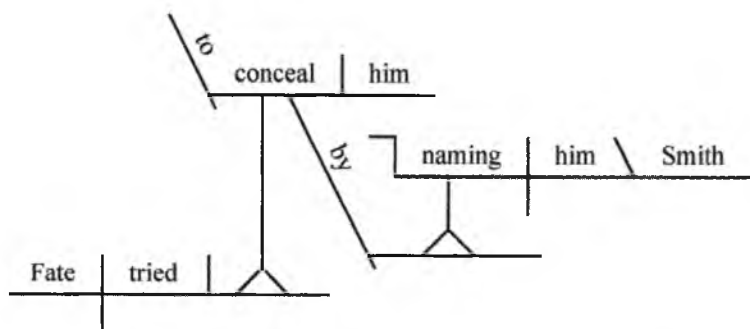
1. to check the connection to the Ethernet port [nom inf]; to the Ethernet port [pp]



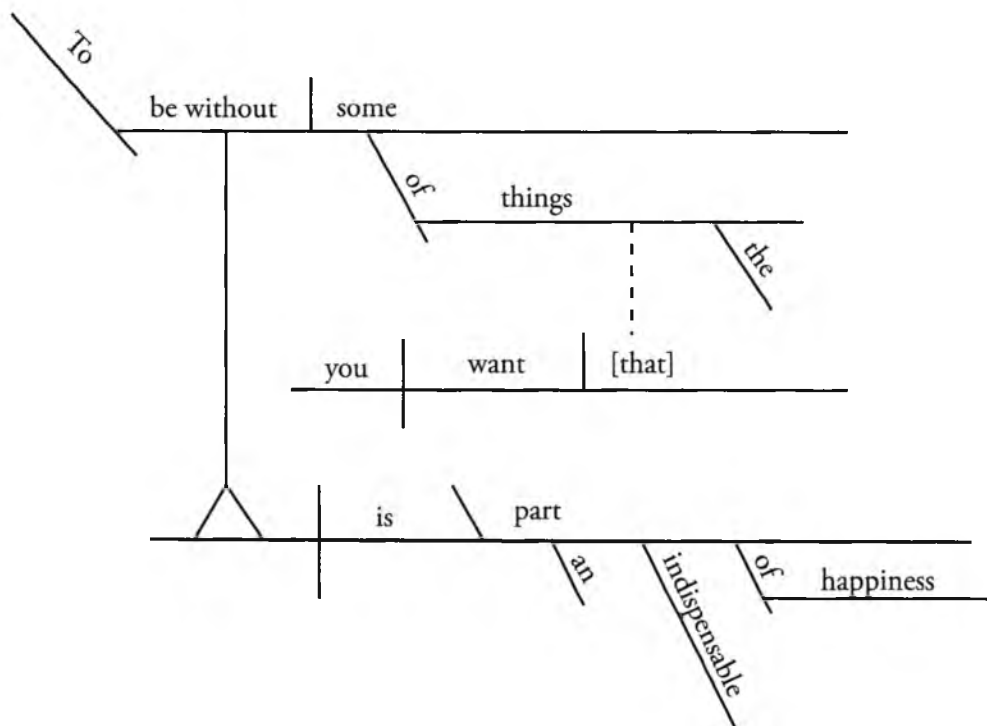
2. to win a scholarship to clown school [nom inf]; to clown school [pp]



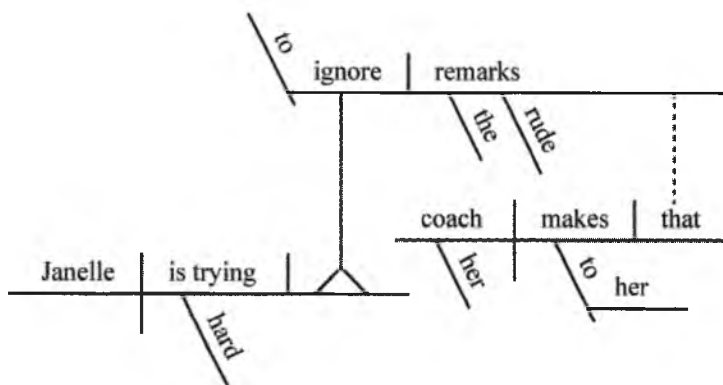
3. to conceal him by naming him Smith [*nom inf*]



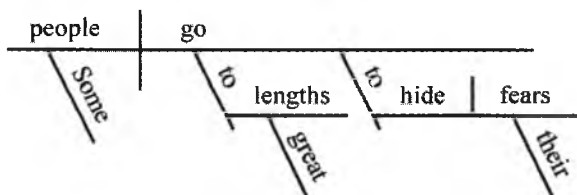
4. To be without some of the things [that] you want [*nom inf*]



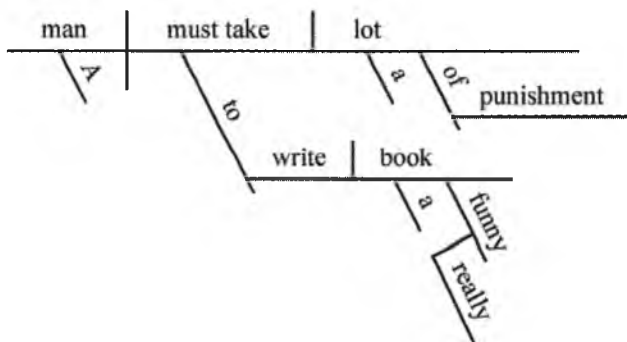
5. to ignore the rude remarks that her coach makes to her [*nom inf*]; to her [*pp*]



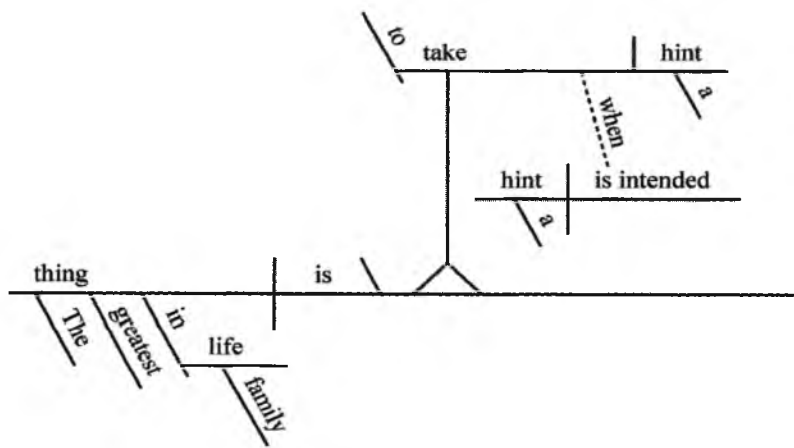
6. to great lengths [*pp*]; to hide their fears [*adv inf*]



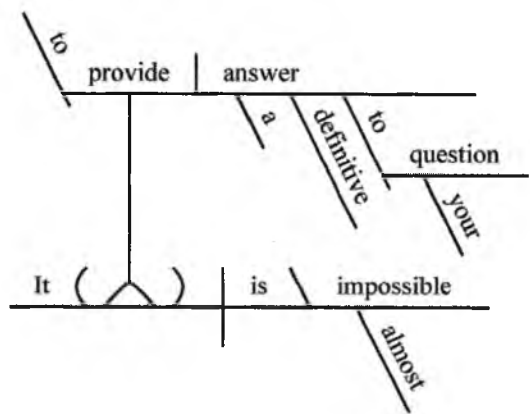
7. to write a really funny book [*adv inf*]



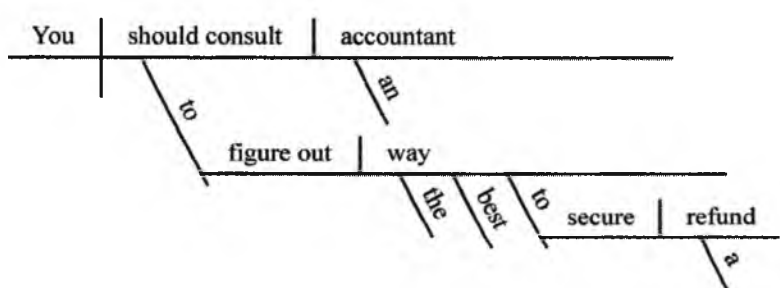
8. to take a hint when a hint is intended [nom inf]



9. to provide a definitive answer to your question [nom inf]; to your question [pp]

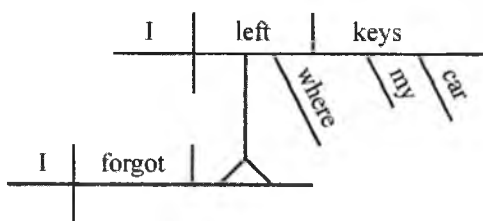


10. to figure out the best way to secure a refund [adv inf]; to secure a refund [adj inf, modifying or explaining "way"]

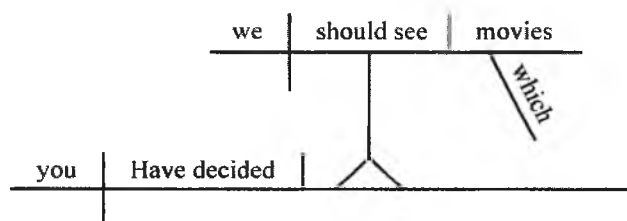


Exercise 8.5 (p. 108)

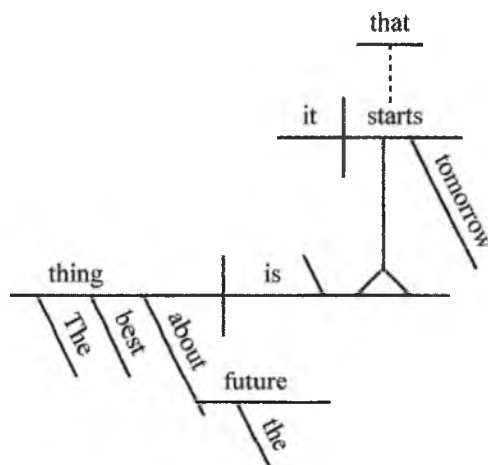
1. where I left my car keys [*dir obj*—VII]



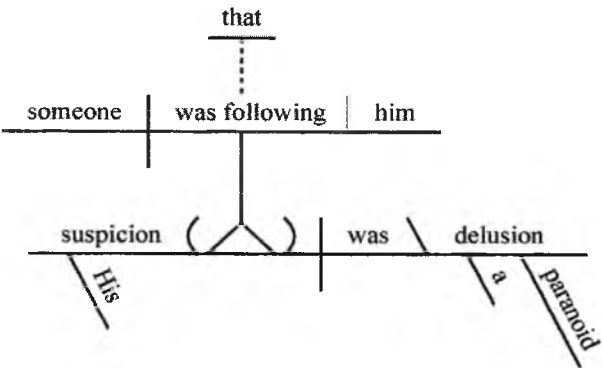
2. which movies we should see [*dir obj*—VII]



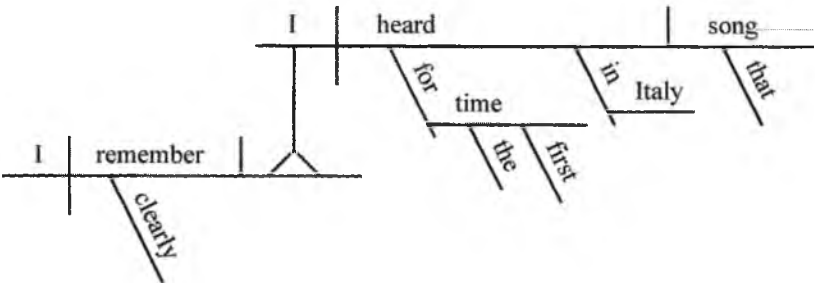
3. that it starts tomorrow [*subj comp*—VI]



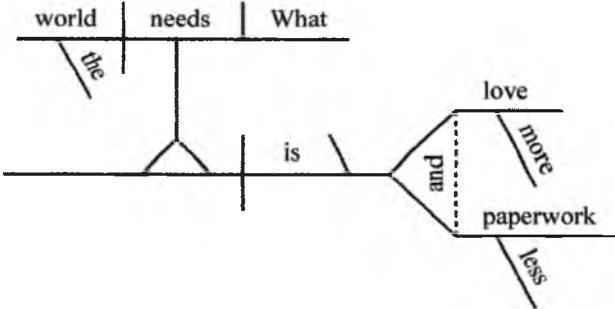
4. that someone was following him [*appositive*—VII]



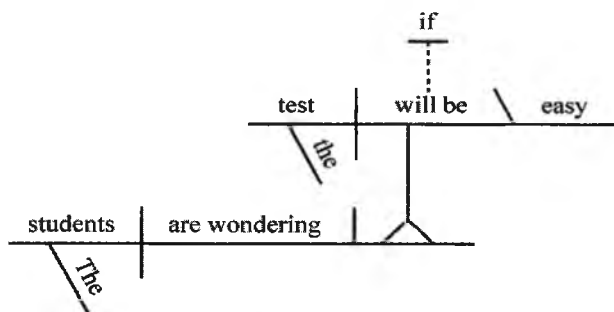
5. I heard that song for the first time in Italy [*dir obj*—VII]



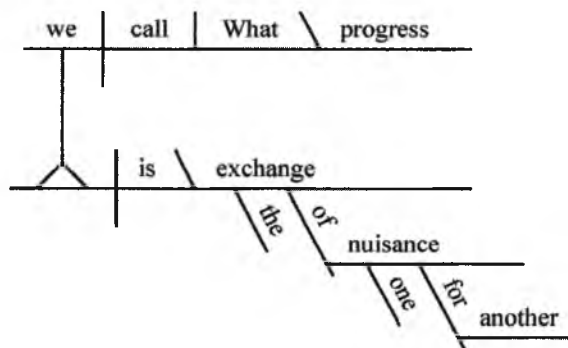
6. What the world needs [*subj*—VII]



7. if the test will be easy [*dir obj*—II]



8. What we call progress [*subj*—X]



Exercise 8. 6 (p. 109)

A.

1. infinitive phrase; direct object (of the gerund "refusing")
2. nominal clause; direct object (of the gerund "knowing")
3. nominal clause; direct object (of "don't know")
4. infinitive phrase; direct object (of "was forgetting")
5. nominal clause; direct object (of "have to ask")
6. nominal clause; direct object (of the gerund "believing")

B.

1. telling your friends where you are going—gerund phrase, obj of the prep "without"; where you are going—nominal clause, direct obj of "telling"

2. Attempting to finish my term paper after staying up all night—gerund ph, subj of the sentence; to finish my term paper—infinitive ph, obj of “attempting”; staying up all night—gerund, obj of prep “after”
3. what people think of us—nominal clause, object of the preposition “about”; how seldom they do—nominal clause, direct object of “knew”

Exercise 8.7 (p. 111)

1. How you spend your money [*nom—subj*]
2. that there was in me an invincible summer [*nom—d.o.*]
3. that you could have poured on a waffle [*adj—modifies* “look”]
4. that people observe when a thing hits but not when it misses [*nom—subj comp*]
when a thing hits but not when it misses [*compound nom—d.o. of* “observe”]
5. If you tell us your phobias [*adv—modifies* “will tell”]; what you are afraid of [*nom—dir obj*]
6. [that] you were [*adj—modifies* “boy”]; [that] you are [*adj—modifies* “man”]
7. what we ask for [*nom—subj comp*]; when we already know the answer but wish we didn’t [*adv—modifies* “ask for”]; [that] we didn’t [*nom—d.o.*]
8. As the instructor came into the room [*adv—modifies* “threw”]; that he was sculpting [*adj—modifies* “bust”]
9. who talks when you want him to listen [*adj—modifies* “person”]; when you want him to listen [*adv—modifies* “talks”]
10. that warns us somebody may be looking [*adj—modifies* “voice”]; [that] somebody may be looking [*nom—dir obj*]
11. when Hyman Lipman patented the world’s first pencil with an attached eraser [*adv—modifies* “didn’t anticipate”]; that it would compete one day with e-mail and smart phones [*nom—dir obj*]

Exercise 9.1 (p. 118)

1. As you may know, our family likes to travel together in the summer.
2. On our trip out West, we went to parts of the country that I had never seen before.
3. Much to my surprise, the landscape was absolutely flat in eastern Montana.
4. I expected, for some reason, to see rolling hills there.

5. In western Montana, on the other hand, we were awed by the grandeur and beauty of the Rocky Mountains.
6. Glacier National Park, for instance, is simply stunning.
7. (no punctuation)
8. Luckily, the storm did not cause a great deal of damage.
9. The power, unfortunately, was out for several hours.
10. By the way, did you notice all the trashcans overturned on the sidewalk the next morning?
11. More wind and rain are on the way, according to the latest weather report.
12. The weather, in my opinion, is getting more volatile every year.

Exercise 9.3 (p. 121)

Some suggested rewrites:

1. Before painting a car, one should clear the area of dust.
2. Many office managers value high achievers over risk takers.
3. I like calamari rings when they are properly fried.
4. Your application can't be approved until we check your credit record.
5. If you pay this bill within ten days, you will receive a five percent discount.
6. The costumes in our show are much more colorful than those in their show.
7. While I was doing my laundry, someone sent me a text message.
8. Tsunamis are much more dangerous to seaside towns than to ships on the open sea.
9. When attending a concert or lecture, people should turn off their cell phones and pagers.
10. There was nothing to do while we waited for the rain to stop.

Exercise 10.2 (p. 130)

1. Either you leave or I will call the police.—*sentences*
2. neither the time nor the energy—*NPs*
3. both admire tigers as beautiful animals and fear them as man-eaters—*verb phrases*

4. either eating or sleeping—*gerunds*
5. not only specialized knowledge but also the ability to handle people tactfully—*NPs*
6. either ignorant of the policy or unaware of its relevance—*modified adjectives*
7. both vigorously and eloquently—*adverbs*
8. neither what you say nor how you say it—*nominal clauses*

Exercise 10.3 (p. 131)

These are suggested rewrites; you may come up with others.

1. . . . value her contributions, admire her fortitude, and wish her the best.
2. . . . either take the written examination or ask for a personal interview.
3. . . . who have allergies but are not smokers.
4. . . . to study literature and to become a medical technician.
5. Both hearing the judge's tone of voice and seeing the look on his face. . .
6. What you do with your money and how you spend your time. . .
7. . . . either leave the car in the driveway or put it in the garage.
8. . . . not only have the police arrested a suspect in the robbery but he has confessed.
9. . . . to be open-minded, think logically, make wise choices, and have self-discipline and self-control.
10. . . . making a ninety-degree kick turn and then starting the pattern over from the beginning.

Exercise 10.4 (p. 134)

1. I took piano lessons for several years as a child, but I never did like to practice.
2. When I started college, I surprised both my mother and my former piano teacher by signing up for lessons, and now I practice every spare minute I can find.
3. My hands are small; however, I have exercised my fingers and now have managed to stretch an octave.
4. My fingers are terribly uncoordinated, but every week the exercises and scales get easier to play.

5. I was really embarrassed the first few times I practiced on the old upright in our dorm lounge, but now I don't mind the weird looks I get from people.
6. (no punctuation)
7. I have met three residents on my floor who are really good pianists; they've been very helpful to me when I've asked them for advice.
8. When I am in my room studying, I often play my collection of Glenn Gould records for inspiration.
9. (no punctuation needed)
10. I'm looking forward to seeing the look on my mother's face when I go home at the end of the term and play some of my lessons from The Little Bach Book. She will be amazed. [A semicolon would work, but making the last clause a separate sentence gives it more emphasis.]

Exercise 11.1 (p. 137)

A.

- | | |
|----------------|------------------|
| 1. walk 1 | 7. keep er 2 |
| 2. walk ing 2 | 8. mini skirt 2 |
| 3. weak 1 | 9. act ive 2 |
| 4. weak en 2 | 10. in act ive 3 |
| 5. weak en s 3 | 11. act ive ly 3 |
| 6. keep 1 | 12. cover 1 |

B.

- | | |
|--|--|
| 1. teacher | 6. <u>undo</u> |
| 2. freedom | 7. <u>biomass</u> |
| 3. petrodollar | 8. <u>inter</u> <u>vene</u> (both bound) |
| 4. rainy | 9. <u>remake</u> |
| 5. <u>im</u> <u>possi</u> <u>ble</u> (all 3 bound) | 10. <u>befriended</u> |

C. Consult a dictionary to check your answers.

Exercise 11.2 (p. 139)

- | | |
|----------------------|------------------------------|
| 1. hopelessly—adverb | 9. reactivation—noun |
| 2. shortened—verb | 10. disabilities—noun |
| 3. fertilizers—noun | 11. affectionately—adverb |
| 4. terminating—verb | 12. belittles—verb |
| 5. messier—adjective | 13. provincialism—noun |
| 6. reawaken—verb | 14. unstoppable—adjective |
| 7. kingdoms—noun | 15. realistically—adverb |
| 8. violinists—noun | 16. impressionable—adjective |

Exercise 11.3 (p. 141)

1. a reed instrument, cannot read music
2. consumers discussed the price, the disgust in their voices
3. no way, to weigh myself
4. he mustered his courage, poured mustard on his sandwich
5. city council, legal counsel
6. Tim almost bawled, how bald he was getting
7. heard the rumor, the new roomer
8. the heiress did not bridle, at her bridal shower
9. flocks of pink and white phlox
10. bodybuilders eat mussels, strong muscles and tendons
11. to earn enough money, a Grecian urn
12. all carpenters, carry an awl
13. can waive the fines, with a wave of the hand
14. sounded the tocsin, a possible toxin in animals
15. contemplate your navel, a naval battle
16. the bier for this coffin, old beer kegs
17. to knead the muscles, had knead me
18. conducted a poll, which pole vaulter
19. tun of wine, must weigh a ton

20. wouldn't praise a con man, because he prays, the victims he preys on
 21. bowl of hot chili, on a chilly day

Exercise 12.1 (p. 144)

- | | | | |
|---------------------|--------------------|----------------------|------------------|
| 1. laugh – v (n) | laughable – adj | 10. face – n (v) | facial – adj (n) |
| 2. kind – adj (n) | kindly – adv (adj) | 11. press – v (n) | pressure – v (n) |
| 3. day – n | daily – adj (adv) | 12. wide – adj (adv) | width – n |
| 4. doubt – v (n) | doubtful – adj | 13. care – n (v) | careless – adj |
| 5. ideal – n (adj) | idealism – n | 14. edit – v | editor – n |
| 6. deep – adj (adv) | deepen – v | 15. lonely – adj | loneliness – n |
| 7. popular – adj | popularize – v | 16. verify – v | verification – n |
| 8. appear – v | appearance – n | 17. create – v | creative – adj |
| 9. sleep – n (v) | sleepy – adj | 18. valid – adj | validity – n |

Exercise 12.2 (p. 145)

The sentences are suggested examples.

- A. 1. [adv] It happened purely by chance.
 2. [adj] The contract is renewed on a yearly basis. [adv] We pay the fee yearly.
 3. [adj] He is a lonely person.
 4. [adj] The two soon became deadly enemies.
 5. [adj] They lost all their worldly goods.
- B. 1. [adj] The second candidate made a stronger argument for his platform.
 2. [adj] August was much hotter and drier than July.
 3. [n] You are a big loser.
 4. [n] Rich claims he's a lover, not a fighter.
 5. [n] My uncle is an expert weaver.
 6. [adj] Judy seems much smarter than her older sister.
- C. 1. adjectival, 2. nominal, 3. adjectival, 4. verb, 5. nominal, 6. nominal, 7. adjectival, 8. verb

Exercise 12.3 (p. 147)

The sentences are suggested illustrations.

1. noun (I have my doubts.), verb (I never doubted you.)
2. noun (Have you paid the phone bill yet?), verb (Clients will be billed monthly.)
3. verb (The breeze cools us off.), adjective (I prefer the cooler weather of autumn.), noun (Keep your cool.), adverb (Play it cool.)
4. verb (Jill pitches for her school team.), noun (She threw only six itches in the last inning.)
5. verb (I dried my hands.), adjective (This has been the driest summer in years.)
6. verb (We dimmed the lights.), adjective (The dimmer lights make it easier to nap.)
7. noun (It takes all kinds of people.), adjective (You're very kind.)
8. noun (Let's take a short break for lunch.), verb (Don't fall and break your hip.)
9. verb (Please light a fire.), noun (Turn on the lights.), adjective (You should wear lighter clothes.)
10. adverb (It all happened very fast.), adjective (She's a fast worker.), verb (Some people fast for health reasons.), noun (I ended my fast last week.)

Exercise 13.1 (p. 151)

- A.
1. det, prep, conj, aux, conj
 2. aux, qual, det
 3. det, aux, prep
 4. part, conj, qual, conj, prep
 5. det, det
 6. exp, det, part, det
 7. int, qual, det
 8. prep, det, conj, aux, prep, aux
- B.
1. Any (det), could (aux), the (det), of (prep), several (det), with (prep)
 2. The (det), of (prep), the (det), can (aux), the (det) of (prep), a (det)
 3. can (aux), too (qual), or (conj), too (qual)

4. A (det), a (det), without (prep), any (det)
5. The (det), for (prep), his (det)
6. In (prep), a (det), and (conj), a (det)

Exercise 13.2 (p. 153)

1. *upwards* is an adverb; the others are prepositions
2. *some* is an indefinite pronoun/determiner; the others are conjunctions
3. *learn* is a verb; the others are nouns
4. *obviously* is an adverb; the others are adjectives
5. *must* is a modal auxiliary; the others are predicating verbs
6. *how* is an interrogative; the others are determiners
7. *friendly* is an adjective; the others are adverbs
8. *many* is an indefinite pronoun/determiner; the others are qualifiers
9. *peace* is a noun; the others are adjectives
10. *built* is a verb; the others are nouns, although *garden* and *room* can also be used as verbs
11. *during* is a preposition; the others are present participles
12. *silly* is an adjective; the others are nouns

Exercise 14.1 (p. 155)

A. Good answers may vary.

1. When Susan moved to Madison, she wrote to her friend Ann every Sunday.
When her friend Ann moved to Madison, Susan wrote to her every Sunday.
2. Breathe in through your nose, hold your breath for a few seconds, and then breathe out through your mouth.
3. Most users were annoyed with the new keyboard commands that were constantly being updated.
That the computer program's keyboard commands were constantly updated annoyed most users.
4. The employees learned last week that they are expected to enroll in an all-day business-writing seminar on Saturday, a policy [or: a course] that has caused considerable resentment.

5. Will agreed that Sam needed to lower his expectations of first dates.
Will told Sam, "I agree that I need to lower my expectations of first dates."
6. The police photographed the wreckage after removing it from the scene.
The police photographed the scene after removing the wreckage.

B. Here is an acceptable rewrite, with the changes underlined. Students' revisions may vary.

Myrtle and Marie were just finishing their second cup of coffee at the Kozy Kitchen, when a waitress told them they would have to leave. The surprised customers complained that they were not being treated fairly, but the waitress ignored them. This failure to respond made them furious, so Myrtle asked to speak to the manager, a request that proved to be a mistake. The manager came at once and told the two women that they were not in a lounge; the restaurant was closing because the help needed to go home. Myrtle and Marie protested that this incident was going to ruin the restaurant's reputation for friendliness because they intended to tell all their friends about being ordered to leave so rudely. The manager said Myrtle and Marie could print their complaint in the paper for all she cared, and then she turned on her heel and left them flabbergasted. Having no other recourse, the irate customers paid the bill and stomped out, vowing never to eat at the Kozy Kitchen again.

Exercise 14.2 (p. 157)

- A. 1. her 2. I 3. we, them 4. whom 5. whom 6. she
7. me 8. who 9. I 10. we, our 11. whose
- B. 1. its 2. it's 3. its 4. its 5. it's

Exercise 15.1 (p. 163)

A. The following are sample revisions.

1. The scientists aim to discover a new spice that adds as much flavor as traditional salt, but with less sodium content.
2. She dashed into the room, tore off her shoes, and threw herself onto the sofa.
3. Though our original design failed, our research revealed several provocative new questions.
4. We all noted the striking contrast of dark and light in this painting.
5. Weary, the office worker trudged home.
6. "Look! He's got a gun!" she gasped.
7. Outside my window, a ghostly figure floated toward me across the yard.

B. Some parallel grammatical choices to emphasize antithesis are shown below. Other ways of achieving parallel antitheses are also correct.

1. A good writer depends on educated friends, not just the computer's spell checker, to help with proofreading.
2. Helene matched her style to her setting: no trendy outfits to work, and no office wear to parties.
3. A few vivid adjectives make your writing lively; too many make it boring.
4. In times of war, people become patriotic; in times of peace, they become rebellious.
5. In our department meeting, we weren't getting anywhere; we were going nowhere.

Exercise 15.2 (p. 165)

The following are sample solutions to the nominalization problem. Other solutions are possible.

1. As texting and tweeting replace other forms of communication, young people continue to lose touch with older folks.
2. This workshop focuses on the technology gap between parents and teenagers.
3. Our religion aims to uplift the spirit and encourage noble efforts.
4. The committee expected their report to be accepted soon.
5. The state board of education will investigate the discrepancy in test scores.
6. Candidates who gain power through favoritism can lose popularity.
7. States are destroyed by corruption.

Exercise 15.3 (p. 167)

These are sample revisions; other good revisions are possible.

1. Work is one of our great pleasures, if we choose our vocations carefully.
2. Nowadays, almost every citizen must pay some bills over the Internet.
3. Gertie's mother repairs computers for IBM.
4. This modern corporation provides social activities not only for workers but for their families too.
5. After his yodeling accident, Clyde was patched up by a doctor at the emergency room.

6. After our reorganization, all the workers were happy in their own ways.
7. We need someone to staff the fireworks booth while Clive goes to the emergency room.
8. The chair of the committee abstains except in cases of a tie vote.

Exercise 16.1 (p. 170)

1. Here is the way the original was punctuated:

Punctuation, one is taught, has a point: to keep up law and order. Punctuation marks are the road signs placed along the highway of our communication—to control speeds, provide directions, and prevent head-on collisions. A period has the unblinking finality of a red light; the comma is a flashing yellow light that asks us to slow down; and the semicolon is a stop sign that tells us to ease gradually to a halt before gradually starting up again. By establishing the relations between words, punctuation establishes the relations between people using words.

2. Here is the way the original was punctuated:

I have grown fond of semicolons in recent years. The semicolon tells you that there is still some question about the preceding full sentence; something needs to be added. It is almost always a greater pleasure to come across a semicolon than a period. The period tells you that that is that; if you didn't get all the meaning you wanted or expected, anyway you got all the writer intended to parcel out and now you have to move along. But with a semicolon there you get a pleasant little feeling of expectancy; there is more to come; read on; it will get clearer.

Exercise 16.2 (p. 171)

- A. 1. Here is the original version:

Most of the suspects were members of the Granger High School football team who had, police said, since June held up twenty-two fast-food restaurants and small retail stores. They were brazen—police said they didn't even bother with masks. They were bold—one or more allegedly carried a pistol to each crime. And they were braggarts—as the robbery spree continued, the boys apparently told their friends.

2. Here is the way the original passage was punctuated:

One of Buckminster Fuller's earliest inventions was a car shaped like a blimp. The car had three wheels—two up front, one in the back—and a periscope instead of a rear window. Owing to its unusual design, it could be maneuvered into a parking space nose first and could execute a hundred-and-eighty-degree turn so tightly that it would end up practically where it had started, facing the opposite direction. In Bridgeport, Connecticut, where the car was introduced in the summer of 1933, it caused such a sensation that gridlock followed, and anxious drivers implored Fuller to keep it off the streets at rush hour.

B. Explanation: The names of Diane's mother and father are nonrestrictive (she presumably has only one of each), so they are set off with commas. She has two cousins. The fact that *Mark* is not set off means it's a restrictive appositive and indicates that Diane has more than one cousin. The NP "the other cousin" identifies the second cousin, *Elissa*, whose name, at this point in the passage, is nonrestrictive and thus set off with commas. Setting off *Lori* indicates the name is nonrestrictive and that Diane has only one sister.



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ISBN-13: 978-0-205-20960-6
ISBN-10: 0-205-20960-2

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